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ABSTRACT

Twenty lesson plans on human relations in marketing and distribution are presented in this performance-based curriculum unit for distributive education. This unit is self-contained and consists of the following components: introduction (provides overview of unit content and describes why mastery of the objectives is important); performance objectives; pre-assessment instrument (class discussion); unit outline (table of contents, time required for the unit, and materials and resources needed). Lesson plans generally include student information sheets, assignment sheets, and teacher materials (e.g., transparency masters). Lesson plan topics include values clarification, occupational ranking, personality traits, employee attitudes, change, creativity, employer employee relationship, job success, and human relations problems. The unit also contains a post-assessment with answer key related to the enabling objectives and a unit evaluation (student completes the Organization Behavior Describer Survey). (CT)

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Instructor's Guide

DE-20-I

distributive education curriculum

Human Relations in Marketing and Distribution

CE 018 660

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HUMAN RELATIONS IN MARKETING AND DISTRIBUTION

Produced by the Instructional Materials Laboratory
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LESSON PLAN FORMAT

Introduction and Objectives	Blue
Unit Outline	White
Pre Assessment	Buff
Pre Assessment Key	Grey
Lesson Plans	Yellow
Information Sheets	Pink
Assignment Sheets	Green
Transparency Masters	White
Key and Answer Sheets	Grey
Teacher Reference Sheets	Blue
Optional Activities and Bibliography	White
Post Assessment	Buff
Post Assessment Key	Grey
Unit Evaluation	Buff

HUMAN RELATIONS IN MARKETING AND DISTRIBUTION

INTRODUCTION

Moving into a new work environment is frequently difficult and sometimes traumatic, especially for the young person who has little experience. Habits will need to be changed, a few personality adjustments are often necessary; yet, the vast majority of Distributive Education students make the transition sucessfully.

You will be expected to "get along" with your fellow employees, your supervisors and customers on the job. While working you will find that many personality problems will arise and that you will have to adjust your personality to those with whom you are working. If you can't demonstrate good human relations techniques, your possibilities of remaining or being successful on the job will be very small. Eighty-five percent of those who lose their jobs do so because they can't get along with others, not because they lack skills needed on the job. Practicing good human relations techniques will increase your chances for promotions and additional pay. To be successful on the job you will need to know exactly what your employer expects of you. Getting along with others is something that you must make an effort to do every day.

HUMAN RELATIONS IN MARKETING AND DISTRIBUTION

OBJECTIVES

Terminal Objectives:

4.00 Upon completion of this unit students will be able to demonstrate the ability to control their own behavior in order to enable others to relate to them more easily.

Enabling Objectives:

4.01 Clarify your values and the values of others in a variety of situations.

4.02 Match examples of personality traits to their definitions.

4.03 Explain how to get along with others by altering one's own personality.

4.04 Describe examples of how the following attitudes can be demonstrated in a positive manner on-the-job: integrity, self-esteem, enthusiasm, honesty, tact, courtesy, self-confidence.

4.05 Describe how to categorize people by their values, attitudes and personality traits.

4.06 Explain why an employee must be willing to adjust to change.

4.07 Discuss the importance of demonstrating initiative and creativity by seeking tasks to do when none have been assigned.

4.08 Give examples of how an employee can accept criticism and attempt to correct the situation.

4.09 Explain why it is important to work cooperatively with fellow employees, employers and customers.

4.10 Describe how to attain success.

4.11 Provide workable solutions to human relations problems on-the-job.

HUMAN RELATIONS IN MARKETING AND DISTRIBUTION

UNIT OUTLINE

I. Time for the unit: Nineteen 55 minute class periods

II. Materials

A. Introduction

B. Objectives

C. Pre-Assessment

D. Lesson Plan 1

1. Information Sheet 1.01 - Value Clarification

2. Assignment Sheet 1.01 - Determining Values

E. Lesson Plan 2

1. Information Sheets

a. 2.01 - Do You Know Who You Are?
b. 2.02 - Share Your Feelings

F. Lesson Plan 3

1. Information Sheet 3.01 - Valuables That We Carry

2. Assignment Sheet 3.01 - Value Ranking

G. Lesson Plan 4

1. Assignment Sheet 4.01 - Apples or Oranges

H. Lesson Plan 5

1. Assignment Sheet 5.01 - Occupational Ranking

I. Lesson Plan 6

1. Assignment Sheet 6.01 - There Is Not Enough Room

J. Lesson Plan 7

1. Information Sheet 7.01 - Personality Traits

2. Assignment Sheets

   a. 7.01 - A Personality Rating Scale
   b. 7.02 - Case Problems in Employer-Employee Relationships

3. Transparency Masters

   a. 7.01 - Definitions of Personality
   b. 7.02 - Personality Traits

K. Lesson Plan 8

1. Information Sheet 8.01 - The New You - A Guide to Personality Change

2. Transparency Master 8.01 - Self-Improvement

L. Lesson Plan 9

1. Information Sheet 9.01 - Cultivate a Positive Attitude

M. Lesson Plan 10

1. Information Sheet 10.01 - How to Interpret Rating Forms

2. Assignment Sheet 10.01 - Attitude Rating Form

3. Transparency Masters

   a. 10.01 - Self-Assurance and Esteem Scoring Key
   b. 10.02 - Motivation and Accomplishment Scoring Key
   c. 10.03 - Originality Scoring Key

N. Lesson Plan 11

1. Information Sheet 11.01 - Human Needs

2. Transparency Master 11.01 - Priority of Human Needs

O. Lesson Plan 12

1. Information Sheets

   a. 12.01 - Change
   b. 12.02 - Adjusting to Change

P. Lesson Plan 13

1. Assignment Sheets

a. 13.01 - Creativity
b. 13.01 - Creativity Key
c. 13.02 - Initiative

Q. Lesson Plan 14

1. Information Sheet 14.01 - Accepting Criticism

2. Assignment Sheet 14.01 - Using Criticism

R. Lesson Plan 15

1. Information Sheet 15.01 - Getting Along

2. Assignment Sheet 15.01 - You've Got to Learn Sometime

S. Lesson Plan 16

1. Information Sheet 16.01 - You and Success

T. Lesson Plan 17

1. Assignment Sheet 17.01 - Case Problems

U. Lesson Plan 18

1. Post Assessment and Key

V. Lesson Plan 19

1. Unit Evaluation and Key

2. Transparency Master 19.01 - Score Chart

W. Lesson Plan 20

1. Summation of Unit Evaluation

HUMAN RELATIONS IN MARKETING AND DISTRIBUTION

LESSON PLAN #1

Time for Lesson: 55 minutes

Objective: 4.01 Clarify your values and the values of others in a variety of situations.

Resources:

1. Assignment Sheet 1.01 - Determining Values
2. Information Sheet 1.01 - Value Clarification

Teacher Activities:

1. Distribute Assignment Sheet 1.01 - Determining Values
2. Moderate discussion on Assignment Sheet 1.01 - Determining Values, emphasizing, *What I Learned About Myself.*
3. Moderate a discussion on Information Sheet 1.01, emphasizing (a) What is valuing? (b) Why is clarifying values important? (c) Areas of confusion of values (d) The levels of valuing (e) The goals of value clarification (f) The guidelines for clarifying values.

Student Activities:

1. Read and follow directions on Assignment Sheet 1.01 - Determining Values.
2. Answer questions at the end of Assignment Sheet 1.01.
3. Read Information Sheet 1.01 - Value Clarification.
4. Participate in a discussion on Information Sheet 1.01.

Assignment: Students are to start a "valuing" notebook that is to include all activities participated in and "What I Learned About Myself" for each activity.

Additional Activities and Resources: Read - *Personal Psychology For Life and World.* McGraw-Hill, Baltus, pages 46-48.

INFORMATION SHEET 1.01

Value Clarification

An attempt to give values to another person is an attempt to deny that person the individual right to learn and think for himself or herself and to decide what he or she values.

Individuals should be encouraged to choose freely from all alternatives, after considering possible consequences, what values or prizes they cherish. They should be allowed and encouraged to publicly affirm and act on their beliefs.

Guidelines

The points to keep in mind about using value classification strategies are:

1. There are no right answers.

   You must answer according to the way you honestly feel, not how you think other people expect or want you to feel.

2. The right to pass.

   Individuals must be given the option to pass if they don't want to participate.

3. Leader or teacher shares his or her values.

   This is done in a spirit of participation. All presentations must be listened to and considered by the group. Each person has selected a set of values from alternatives and feels these are right for her or him.

HUMAN RELATIONS IN MARKETING AND DISTRIBUTION

ASSIGNMENT SHEET 1.01

Determining Values

In this time of many changes, it is often difficult to say what you stand for and what you value. To be an individual and to understand yourself, it is important that you attempt to determine what is of importance to you.

What is important to you? What do you value?

Directions: Prepare a list, as quickly as you can, of things you really love to do.

THEN:

1. Put an "R" by the items that involve a RISK. (Intellectual, emotional or physical.)
2. Place an "O" or "S" by each of the twenty items. Place an "O" by the ones you prefer to do with others. Place an "S" by the ones you prefer to do by YOURSELF.
3. Place a "$" by the ones that cost more than $5 each time you do them.
4. Place an "F" by the things your father would want to do, and an "M" by the ones your mother would want to do.
5. Place a "5A" by any items which you would NOT have had on your list 5 years ago.
6. Place a "5F" by any items which you will not want on your list 5 years in the future.
7. Now, beside each item place the date that you last did the item.

HUMAN RELATIONS IN MARKETING AND DISTRIBUTION

LESSON PLAN #2

Time for Lesson: 55 minutes

Objective: 4.01 Clarify your values and the values of others in a variety of situations. (continued)

Resources:

1. Information Sheet 2.01 - Do You Know Who You Are?
2. Information Sheet 2.02 - Share Your Feelings

Teacher Activities:

1. Distribute Information Sheet 2.01 - Do You Know Who You Are?
2. Moderate discussion on Information Sheet 2.01, emphasizing "What I Learned About Myself."
3. Distribute Information Sheet 2.02 - Share Your Feelings.
4. Moderate discussion on Information Sheet 2.02, emphasizing "What I Learned About Myself."

Student Activities:

1. Read Information Sheet 2.01 - Do You Know Who You Are?
2. Participate in activity, Do You Know Who You Are?
3. Participate in a discussion of Information Sheet 2.01.
4. Read Information Sheet 2.02 - Share Your Feelings.
5. Participate in activity, Share Your Feelings.
6. Participate in a discussion of Information Sheet 2.02.

Assignment: None

Additional Activities and Resources: None

HUMAN RELATIONS IN MARKETING AND DISTRIBUTION

INFORMATION SHEET 2.01

Do You Know Who You Are?

Do you understand yourself and what you do on your job? Do you understand how and why you react to others, and do you think your attitude makes a difference?

You are going to be asked in class to volunteer to be interviewed about your job. You must answer honestly as related to your job.

Some examples of the questions that you may be asked are:

1. What does your employer like about you?
2. On your job, who has taught you the most? How?
3. What do you like least about your job?
4. Do you admire your employer in some ways? How?
5. Are you now friends with some of your co-workers?
6. How do you cope with unpleasant co-workers?
7. Do you earn enough to cover your expenses?
8. What is your attitude about tardiness?
9. At your training station, who has the best job? Why?
10. Do you have work habits to be proud of?
11. What do you like best about your job?
12. What is your attitude about working on holidays?
13. How do you handle your paycheck?
14. Who is the hardest worker at your job?
15. Do you have any hobbies or interests related to your job?
16. Have you ever suggested a better way to do something at work?
17. How do you spend your non-school and non-work time?

18. Are you satisfied with your job?

19. How do you get out of doing disliked tasks?

20. Are you good at your job?

INFORMATION SHEET 2.02

Share Your Feelings

You have been thinking about your values, but whom would you be willing to convey these values to? We are all willing to say things to friends that we may not want to say to strangers.

Consider the following to see if you agree:

1. To ourself - there are parts of our lives that we don't want to share with anyone. There are some feelings that we won't even admit to ourselves.
2. To intimates - we may share things that we would share with nobody else.
3. To friends - we may be somewhat personal because we feel safe with these people.
4. To acquaintances - we may share our phone number, our name, etc.
5. To strangers - we might share our favorite song, our school, etc.

Indicate whether you would admit the discussed items to:

A. Nobody - not even yourself

B. Yourself

C. Intimates

D. Friends

E. Acquaintances

F. Strangers

In class I am going to ask you to respond to some questions with a key word. You will write the key word by one or more of the six categories, indicating that you would be willing to share this experience or feeling with them.

SAMPLES:

You would be willing to tell which categories that:

1. You had shoplifted some items.

   (Key word: shoplifted)

2. You had experienced something humiliating.

   (Key word: humiliating)

3. You don't like your boss.

   (Key word: boss)

4. Your career choice is ___.

   (Key word: career choice)

5. You have some personal problems.

   (Key word: problem)

6. You have health problems.

   (Key word: health)

7. Your salary is ____.

   (Key word: salary)

8. You are discontented with some part of your body.

   (Key word: body)

9. How you feel about marriage.

   (Key word: marriage)

10. How you feel about drugs.

    (Key word: drugs)

HUMAN RELATIONS IN MARKETING AND DISTRIBUTION

LESSON PLAN #3

Time for Lesson: 55 minutes

Objective: 4.01 Clarify your values and the values of others in a variety of situations. (continued)

Resources:

1. Information Sheet 3.01 - Valuables That We Carry
2. Assignment Sheet 3.01 - Value Ranking

Teacher Activities:

1. Distribute Information Sheet 3.01 - Valuables That We Carry.
2. Moderate discussion on Information Sheet 3.01, emphasizing "What I Learned About Myself."
3. Distribute Assignment Sheet 3.01 - Value Ranking.
4. Moderate discussion on Assignment Sheet 3.01, emphasizing "What I Learned About Myself."

Student Activities:

1. Read Information Sheet 3.01 - Valuables That We Carry.
2. Participate in activity, Valuables That We Carry.
3. Participate in discussion of Information Sheet 3.01.
4. Read Assignment Sheet 3.01 - Value Ranking.
5. Participate in activity, Value Ranking.
6. Participate in a discussion of Assignment Sheet 3.01.

Assignment: Continue adding activities to "value" notebook.

Additional Activities and Resources: None

INFORMATION SHEET 3.01

Valuables That We Carry

An indication of what you value can be seen by what you carry in your wallet, pockets or purse.

Take out any three things you have with you and think about what you will tell us in terms of what these items mean to you and your value system.

Anyone may pass or partially pass by showing only one or two.

ASSIGNMENT SHEET 3.01

Value Ranking

Instructions: You are to rank this list of eighteen values in the order that you think the average young person would. (Not necessarily your values.)

Rank them by placing a 1 in front of your first choice, a 2 by your second choice, etc., through 18 by your last choice.

____ social recognition
____ an exciting life
____ inner harmony
____ equality
____ national security
____ a world of beauty
____ a comfortable life
____ a sense of accomplishment
____ salvation
____ freedom
____ mature love
____ pleasure
____ family security
____ self-respect
____ happiness
____ true friendship
____ wisdom
____ a world at peace

LESSON PLAN #4

Time for lesson: 55 minutes

Objective: 4.01 Clarify your values and the values of others in a variety of situations. (continued)

Resource: Assignment Sheet 4.01 - Apples or Oranges

Teacher Activities:

1. Read the directions for Assignment Sheet 4.01 - Apples or Oranges. Make duplicate copies of tally sheets at the end of this Assignment Sheet for student use.
2. Follow directions listed in Assignment Sheet 4.01.
3. Moderate discussion on Assignment Sheet 4.01, emphasizing "What I Learned About Myself."

Student Activities:

1. Participate in activities in Assignment Sheet 4.01 - Apples or Oranges.
2. Participate in a discussion of Assignment Sheet 4.01.

Assignment: None

Additional Activities and Resources: None

HUMAN RELATIONS IN MARKETING AND DISTRIBUTION

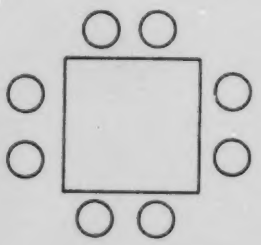
ASSIGNMENT SHEET 4.01

Apples or Oranges

The goal of this activity is to show the impact of competition and collaboration within group relations.

BASIC INSTRUCIONS:

1. Divide the class into partners.
2. Arrange these partners into groups of eight people around tables in this configuration:



3. The exercise will last a total of 30 minutes. (participation time)
4. Each participant should have a pencil, a balance sheet and a score sheet.

RULES:

1. The basic goal is to win as much money for you and your partner's account as you can.
2. You are not to communicate in any form (verbal or non-verbal) at any time other than during the designated times.
3. Each set of partners must agree upon a single choice for each round.
4. Make sure that the other participants in the group are not aware of your choice until it is time to reveal it.
5. You must write down your choice on the score sheet before the time limit is up for choosing and before anyone reveals his or her choice.

PROCEDURE:

1. There are eight rounds to this exercise. Rounds 1, 2, 4, 5 and 7 all contain one minute for a discussion with your partner before you must reveal your decision to the group and compute your balance. Rounds 3, 6 and 8 all contain two minutes for a discussion with the entire group and a one minute discussion with your partner before you must reveal your decision to the group and compute your balance.

2. The steps in the general procedure are:

   A. Discuss your decision.

   B. Mark your decision before the time limit is up (each participant must mark his or her balance sheet before the group moves to the next step.)

   C. Reveal your decision to the group.

   D. Enter your score according to the balance sheet.

3. Rounds 3, 6 and 8 are bonus rounds. The amounts listed on the balance sheet should be multiplied by the bonus for each round as they are expressed below.

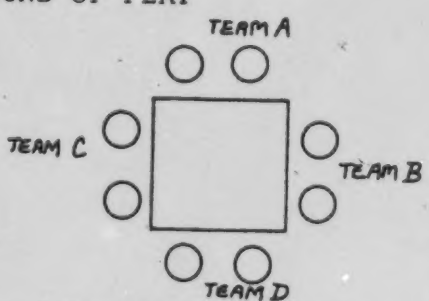
   Round 3 - Multiply the amount of the credit or debit by 5.

   Round 6 - Multiply the amount of the credit or debit by 10.

   Round 8 - Multiply the amount of the credit or debit by 15.

4. The students are to select either apples or oranges for each round. When the time has elapsed, the four 2 partner groups should compare answers and then check the balance sheet to see what score they should record for that round.

   EXAMPLE OF ONE ROUND OF PLAY



   The teams made the following selections.

   TEAM A - apples
   TEAM B - oranges
   TEAM C - oranges
   TEAM D - oranges

The balance sheet reveals that alternative 2 has occurred. The points will be awarded as the alternative 2 decision reads: Team A receives a debit of $300; Teams B, C and D each receive a credit of $100 for selecting oranges.

The scoring alternatives on the balance sheet explain the most advantageous set of selections one team can make and also the alternative that will cost the teams the most money. The students will therefore be put into a situation where they will have to work with other groups trying to achieve the same goal that they have; that is win the most money at their table. The students should be allowed to persuade their competitors to make decisions that would benefit their team the most. But be sure that the communicating between groups is conducted only in the allowed time for each round.

5. When all eight rounds are completed the teams should add all of their credits and then total all of their debits and subtract the debits from the credits to determine which team made the most money. The team that has the most money is the winner.

APPLES OR ORANGES BALANCE SHEET

AMOUNTS OF ENTRIES ARE AS FOLLOWS:

Alternative 1 --	4 oranges	Debit	$100 each
Alternative 2 --	3 oranges	Credit	$100 each
	1 apple	Debit	$300 each
Alternative 3 --	2 oranges	Credit	$200 each
	2 apples	Debit	$200 each
Alternative 4 --	1 orange	Credit	$300
	3 apples	Debit	$100 each
Alternative 5 --	4 apples	Credit	$100 each

APPLES AND ORANGES SCORE SHEET

ROUND	TIME	CONFERENCE	CHOICE	CREDIT	DEBIT	BALANCE	
1	1 min.	PARTNER					
2	1 min.	PARTNER					
3	2 min. 1 min.	GROUP PARTNER					Bonus round multiply credit or debit by 5
4	1 min.	PARTNER					
5	1 min.	PARTNER					
6	2 min. 1 min.	GROUP PARTNER					Bonus round multiply credit or debit by 10
7	1 min.	PARTNER					
8	2 min. 1 min.	GROUP PARTNER					Bonus round multiply credit or debit by 15
					TOTAL BALANCE		

HUMAN RELATIONS IN MARKETING AND DISTRIBUTION

LESSON PLAN #5

Time for Lesson: 55 minutes

Objective: 4.01 Clarify your values and the values of others in a variety of situations. (continued)

Resource: Assignment Sheet 5.01 - Occupational Ranking

Teacher Activities:

1. Read the directions for Assignment Sheet 5.01 - Occupational Ranking
2. Distribute Assignment Sheet 5.01 and begin activity.
3. Read correct rank order on Assignment Sheet 5.01 Key.
4. Moderate a discussion on Assignment Sheet 5.01, emphasizing: "What I Learned About Myself" with regard to how I worked within the group, and focusing on leadership, compromise, decision-making strategies, the feeling content of the exercise, roles members played, or other aspects of group relations.

Student Activities:

1. Participate in activity in Assignment Sheet 5.01.
2. Participate in a discussion of Assignment Sheet 5.01.

Assignment: None

Additional Activities and Resources: None

ASSIGNMENT SHEET 5.01

Occupational Ranking

The goal of this activity is to evaluate the individuals' effectiveness in dealing with groups of people.

BASIC INSTRUCTIONS

1. Divide the class into groups of six to 10 persons.
2. The exercise will last a total of 35 minutes (participation time - 5 minutes individual and 30 minutes group decision time.)
3. Each participant will need a pencil and the "Occupational Ranking Worksheet."
4. The participants should be seated around a table as a group.

PROCESS

1. Each participant must rank each occupation on the work sheet individually, not allowing the others in the group to know at this time how he or she ranked the occupations. This ranking must be from a No. 1 for the most prestigious through No. 15 for the least prestigious occupation. This ranking has a time limit of five minutes.
2. After each participant has individually ranked, the entire group must rank the occupations. This ranking is the same as with the individual except the group must end with a unanimous decision--there will be no voting or majority rule decisions. This ranking has a time limit of thirty minutes.

OCCUPATIONAL RATING WORKSHEET

DIRECTIONS

Rank the following occupations according to the prestige which you feel they reflect. Place a No. 1 in front of the occupation you feel is the most prestigious through to a No. 15 in front of the occupation you feel is the least prestigious.

_____ College professor

_____ Newspaper columnist

_____ U. S. Supreme Court Justice

_____ State Governor

_____ Dentist

_____ Scientist

_____ Banker

_____ Police officer

_____ Physician

_____ Public school teacher

_____ Sociologist

_____ Lawyer

_____ Author of novels

_____ Psychologist

_____ Undertaker

HUMAN RELATIONS IN MARKETING AND DISTRIBUTION

ASSIGNMENT SHEET 5.01 KEY

OCCUPATIONAL RANKING

The following rankings are based on NORC Prestige Scores from R. W. Hodge, P. M. Siegel and P. H. Rossi, *"Occupational Prestige in the United States: 1925-1963,"* pages 322-334 in R. Bendix and S. M. Lipset (eds.), *Class, Status and Power*, 2nd ed., New York: The Free Press, 1966.

1. U. S. Supreme Court Justice
2. Physician
3. Scientist
4. State Governor
5. College professor
6. Lawyer
7. Dentist
8. Psychologist
9. Banker
10. Sociologist
11. Public school teacher
12. Author of novels
13. Undertaker
14. Newspaper columnist
15. Police officer

LESSON PLAN #6

Time for Lesson: 55 minutes

Objective: 4.01 Clarify your values and the values of others in a variety of situations. (continued)

Resource: Assignment Sheet 6.01 - There is Not Enough Room

Teacher Activities:

1. Distribute Assignment Sheet 6.01 - There is Not Enough Room.
2. Divide the class.
3. Read situation.
4. Indicate when there are 15, 10, 5 and 2 minutes left for discussion.
5. Moderate discussion of Assignment Sheet 6.01 with regard to: (a) How students acted in group. (b) How they listened to each other's discussion. (c) Whether they were pressured to change their minds. (d) Whether there were stubborn people in the group. (e) What this exercise told about the personality of each student.

Student Activities:

1. Complete Assignment Sheet 6.01 - There is Not Enough Room.
2. Participate in class discussion about what happened in their groups during the assignment.

Assignment: None

Additional Activities and Resources: None

HUMAN RELATIONS IN MARKETING AND DISTRIBUTION

ASSIGNMENT SHEET 6.01

There is Not Enough Room

The goal of this exercise is to explore problem solving and to bring into the open the individual's "values" about people.

BASIC INSTRUCTIONS:

1. Divide the class into groups of six to ten individuals and seat them around tables as groups.
2. Tell each group that they are to act independently on the same problem.
3. The problem will have a 30 minute time limit (participation time).
4. The group must come to a consensus decision without a "majority rule" decision being made.

PROCEDURE:

1. Within your group, you must come to a unanimous decision as to the outcome of the ten people listed in the situation. This must be done without a "majority rule" vote being made. It must be a discussion - consensus decision.

SITUATION:

You are all members of a world organization designed to make final decisions, if called upon, as to the outcome of disputes among people in the event of any world-wide catastrophe which might happen. Whatever you decide will be done without reservation.

Throughout the world your organization has designated "safe" areas and has equipped them with sufficient life support materials. These areas are equipped only for a specific number of people and it is your responsibility to determine who is to remain and who will not if a dispute occurs.

It so happens that at this time a major world-wide catastrophe is about to happen and people throughout the world are progressing to these "safe" areas. They have only 30 minutes to get situated before it is too late. At this time you are called upon

to make a decision on one group of people who are in a dispute over one "safe" area. After you have made a decision you may progress to your "safe" area to await the catastrophe.

You must determine which six of the ten individuals listed will be able to enter the "safe" area. The individuals you choose might be the only survivors of this world-wide catastrophe. This is an important decision. You do not know anything about the ten people except what is on the following list.

1. Female college student, Home Economics major
2. Professional athletic coach, track
3. Black civil rights activist, militant, paramedic training
4. Airline pilot, age 36
5. Scientist, chemist, age 43
6. Chemist's wife, age 29, 3 months pregnant
7. Female child, age 6
8. Famous author of camping, mountain climbing and wildlife books, age 62
9. Protestant minister, age 53
10. Female political extremist, escaped from prison, age 26

HUMAN RELATIONS IN MARKETING AND DISTRIBUTION

LESSON PLAN #7

Time for Lesson: 55 minutes

Objective: After completion of this lesson, students should be able to:

4.02 Match examples of personality traits to their definitions.

Resources:

1. TM 7.01 - Definitions of Personality
2. TM 7.02 - Personality Traits
3. Information Sheet 7.01 - Personality Traits
4. Assignment Sheet 7.01 - A Personality Rating Scale
5. Assignment Sheet 7.02 - Case Problems in Employer-Employee Relationships

Teacher Activities:

1. Moderate a discussion on (a) definition of personality (b) personality traits. Write all responses on the chalk board.

2. Show TM 7.01 - Definition of Personality, and TM 7.02 - Personality Traits, on overhead.

3. Contrast student responses to those listed on the transparency masters.

4. Distribute Information Sheet 7.01 - Personality Traits.

5. Moderate discussion on Information Sheet 7.01, emphasizing examples of personality traits.

6. Distribute Assignment Sheet 7.01 - A Personality Rating Scale.

7. Directions for scoring Assignment Sheet 7.01: Give yourself a score of *two* for each of the questions in light italic which you answered "yes"; a score of *one* for all other questions which can be answered "yes"; and a *zero* for all questions you answered "no."

8. Distribute Assignment Sheet 7.01 - A Personality Rating Scale - in class.

Student Activities:

1. Participate in discussion of personality and personality traits.
2. Read Information Sheet 7.01 - Personality Traits.
3. Participate in a discussion on Information Sheet 7.01.
4. Complete Assignment Sheet 7.01 - A Personality Rating Scale - in class.

Assignment: Complete Assignment Sheet 7.02 by the following class period.

Additional Activities and Resources:

1. *Salesmanship Fundamentals*, Ernest-Ashmun, Gregg, 4th., pages 72-84.
2. *Retail Selling*, Bodle-Concy, Gregg, pages 85-94.
3. FS - *The You Others Know* - Guidance Associates, *Your Personality*.

INFORMATION SHEET 7.01

Personality Traits

All of us would like to be around someone who has a pleasing personality and we all hope we have a personality other people admire and like. Exactly what is personality? It is those traits and characteristics which make us an individual. No two people have identical personalities. Our features, habits, values and patterns of behavior are all a part of our personality. The more we understand our own personalities, the better able we will be to regulate and direct our lives.

Before you rate your own personality, you should understand what is meant by each characteristic. So read the following information on personality traits.

1-4. *Health, Posture, Personal Appearance and Speech*

These four traits will be discussed later in this unit.

5. *Mannerisms*

Certain peculiarities of behavior or speech that often irritate or annoy others are called mannerisms. Although some mannerisms are "put on" to impress others, people often are not always aware they have an objectionable habit. Because these mannerisms have become a habit, you have to concentrate on them and sincerely try to correct them if you are going to break the habit. Some of the more objectionable mannerisms are:

Slouching or always leaning against something
Constantly rubbing your eyes or nose, stroking your hair
Snapping or tapping your fingers, cracking your knuckles
Clearing your throat constantly
Saying "uh" frequently when telling a story or giving a speech
Using profanity
Being a fidget (someone who simply cannot sit still, but always has to be doing something)

Facial Expression

Facial expressions affect your appearance and the impressions you make on others. A pleasant appearance is often ruined by a frown or a blank expression. People often will not think you are interested or enthusiastic about something if you do not show it in your face.

6. *Attitude*

The way you act, look, or think that shows your disposition or opinion toward a person, subject, or situation, is called an attitude. Your attitude will show in other personality traits: how enthusiastic and dependable you are, how much initiative or industriousness you show, how interested you are in others, and so forth. Because the matter of attitude is the most important of all personal traits and affects other traits, additional information on a positive attitude has been provided so you can better understand its importance and significance.

7. *Common Sense*

When we say someone has common sense, we mean he or she can make practical judgments, that he or she is able to reason or think soundly. We think of wisdom as a trait confined to the elderly person; an individual has common sense and then when he is old, we call the common sense wisdom. Most of us know persons that might make excellent grades and be considered intelligent, but we think they don't always show much common sense. All of us learn from our daily experiences in living and some people for one reason or another are not able to take these experiences and develop a practical way of reacting to situations and making judgments as well as other persons do. Good judgment, or common sense, is probably one of the hardest qualities to attain.

8. *Cheerfulness*

Cheerfulness comes from feeling well, liking one's school or job, liking the people with whom you associate, and enjoying being of service to others. Are you a person others like to be around? Maybe this is because you are cheerful - not silly, not slaphappy, just steadily cheerful. Being cheerful can be contagious and lighten up the whole atmosphere. If asked to do something, a basically cheerful person will say "be glad to" and will lend a helping hand. A grumbled "oh, all right" can dampen everyone's spirits. The person who is sullen and complains frequently usually ends up being avoided. After all, who wants to be around a grouch?

Friendliness

If you find most people are friendly toward you, you are friendly yourself. Having many friends and being well-liked by others means you have developed an interest and respect for other individuals. True interest in others is the first prerequisite to friendship. Usually, we think a smile indicates your friendliness, a frown, your unfriendliness. Did you know it takes only 14 muscles to smile, but 72 muscles to frown. So smile, and to have more friends, give your friendship to more people.

9. *Interest and Respect for Others*

All of us prefer being around people we feel are interested in us and respect us. These people will listen to our ideas and let us express our feelings. When you are with people and they are not interested in what you do or say, you feel they are not friendly. If you are sincere with other people you will try to put yourself in their shoes to better understand their feelings and emotions. We call this ability "empathy."

10. *Sense of Humor*

If you can see the funny side of life, you have a sense of humor. Being able to enjoy the humorous makes life a lot easier and much more interesting. It is also healthier, since people who are not able to laugh and are always serious are more apt to develop illnesses, such as heart disease and ulcers, than those who can enjoy the lighter side of life. Learn to laugh even when the joke is on you. "Laugh and the world laughs with you" is certainly true.

11. *Courtesy*

Courtesy is showing respect for and consideration of others, which means that courteous people are polite to each other. Have you known someone who frequently interrupts you when you are speaking? He or she was being discourteous, and if you did not tell him or her about it, you were being courteous to him or her. Courtesy sometimes is like bad breath -- even your best friend won't tell you, so it's up to you to watch your own courtesy.

Manners

Manners refer to ways of doing something, the way you behave around other people. It is very similar to courtesy, except when we think of manners we usually mean something more specific, such as table manners, saying "please" and "thank you," and introducing people. Have you ever eaten with someone who had such poor table manners that you felt he or she ate more like an animal than a human being? You have probably heard the expression, "He took my appetite away," and people with poor table manners can affect you this way. Or have you been with a friend and you met someone on the street you did not know but your friend did, but he didn't introduce you? Most of us feel embarrassed or uncomfortable when this happens. Our parents teach and remind most of us from the time we are toddlers to say "please" and "thank

you." You no doubt thought when you were a child, "I wish they would quit telling me that all the time." But these two expressions still are two of the most effective and appreciative ones you will say. Many people will not consider you courteous if you do not use them.

12. *Tact*

The ability to say and do the right thing at the right time is tact. Someone with tact seldom offends or irritates others; he or she is comfortable to be with. Being tactful does not require that you be dishonest. If a friend wears a dress which you do not like, you do not have to say that you like it. Maybe there is something about it you do like, such as the color, and you could mention that. Part of being tactful is knowing *how* and *when* to discuss things with your friends by trying to sense their feelings. Occasionally, even the most courteous people unintentionally say or do tactless things. Tact is developed through study, practice and experience in dealing with others.

13. *Honesty*

Truthfulness and fairness in conduct are what is meant by honesty. It means refusing to lie, to steal, or deceive in any way your family, friends, teachers, employer--anyone you might come into contact with. Certainly nothing could be more important than always telling the truth or being honest with money and another's property. But it means more than just that. If an honest person makes an error, he or she accepts full responsibility. To "pass the buck" to an innocent person is as bad as making the original error. Honest people do not accept praise for something they have not done; they direct the praise to the person who deserves it.

14. *Integrity*

Integrity combines a couple of the other personality traits. A person who has integrity is honest, truthful, loyal and has high moral standards. No higher praise can be given to an individual than to say she or he has integrity.

15. *Loyalty*

Faithfulness to a person, an idea, or an employer is called loyalty. You are loyal to a person or company if you think well and speak well of them. If you are truly loyal to your work, that work becomes of great interest and importance to you. All people like to have loyal friends, and certainly any firm would want loyal employees.

16. *Alertness*

An alert person is acutely aware of what is going on. He or she is quick to recognize and understand the needs of people by being observant, a good listener, and by asking intelligent questions. An alert individual is more efficient, less likely to make errors, and needs to be told only once what to do or how to do it.

17. *Initiative*

If you have the ability to see what needs to be done and then to go ahead and do it on your own, you have initiative. A "self starter" (individual who has initiative) hunts for ways to improve. She or he conserves time and energy for work, and does not waste it on miscellaneous chores. Another term for initiative is resourcefulness. This trait is a prime requirement for job success and for promotion to jobs with increased responsibility.

18. *Industriousness - Determination*

Industry is the mental attitude that causes a person to want to work hard. Industrious persons are determined to do their best, don't waste time, or make excuses for themselves when something goes wrong. They don't want anyone breathing down their necks to get things done; in other words, they work as hard when they are alone as when someone is observing them. On the job a person who lacks this characteristic is said to be a "clock-watcher," one who is always stalling and finding other means of avoiding work. Successful people are always industrious--they have an inner drive that makes them determined to succeed.

19. *Dependability*

A dependable person earns the trust of others by doing what he or she is supposed to do and doing it correctly. You have probably heard the expression, "You can count on him." What does this mean? You know this person means what he or she says and will get the job done promptly and efficiently, with a minimum of fuss.

20. *Enthusiasm*

Enthusiasm is that extra spark that says to others you like what you are doing, that you are very much interested in that subject or activity. Enthusiastic people are happy and excited about the good things that are happening to them. The way you act and talk usually indicates how enthusiastic you are. Sometimes young people try to guard against being overly enthusiastic because they think this is unsophisticated or immature--they've watched too many movies where the hero is always

calm, cool and collected. Be careful not to be on your guard so much that you become so blasé you can't get enthusiastic over anything!

21. *Open-mindedness*

Open-mindedness means being able to see both sides of a question or argument. It is very much to your advantage to keep an open mind in all things. If you close your mind to anything new or different, you are not going to learn. Having an open mind will help you accept criticism from your teachers or your employers when you are working. Being able to accept criticism without feeling your worth as an individual is being criticized is important when you are learning a new task or job. Take the criticism seriously and not as criticism of you personally and try to improve.

22. *Cooperation*

Cooperation means acting or operating jointly with others for mutual gain or benefit. A cooperative person is willing to help people, and you must be willing to "give and take" if you are going to get along with other persons. You can still express your ideas and make suggestions, but then you must extend this same courtesy to others. Personal opinions and prejudices about a plan often must give way to the plans that are best for the entire group. We say a person who is noncooperative or does not have an open mind is dogmatic or opinionated. Dogmatic individuals are very arrogant or positive when stating their opinions, and if persons are opinionated, they are not willing to change their opinions and will not listen to other viewpoints. You do things more effectively, you produce more, and you live more pleasantly when you cooperate with others.

23. *Emotional Control*

An emotion is a strong feeling or desire, such as love, hate, fear, anger, or pride. Being able to control your emotions is important when working with other people. Persons who often lose their tempers and cry at every mishap have little control over their emotions. Emotions can also cause many side effects. A person can be so angry that he or she cannot speak clearly. Or you may have been worried and anxious about some upcoming event and your palms perspired or your stomach became upset. When we say someone is very mature we usually are talking about emotional maturity. We are expected to learn how to cope with our emotions as we grow older and more experienced. How well you can control your emotions, often referred to as poise, will have considerable influence on your success in your job and even your happiness in your daily living.

24. *Self-confidence*

The key to self-confidence is success, for until you have experienced success, you cannot be confident in yourself. Each success you have will give you more self-confidence and help you reach further successes. The same is true of failure--this can cause lack of confidence. Learn to appreciate your small accomplishments so that each one can build to success. Don't give up after minor failures--learn to have patience and try again until you master that idea, subject, task, job, or whatever it might be. Thinking belittling thoughts can slow your mental processes, and people who lack self-confidence often seem mentally dull or slow.

25. *Flexibility - Adaptability*

Being flexible is the ability to accept change or to adapt to changing conditions. If you are so rigid that changes upset or annoy you, you will have difficulty living in our fast-changing society. Adaptability is almost a necessity today, so learn to accept changes you have no control over.

26. *Decisiveness*

A person who makes decisions promptly is a decisive individual. All through life you are going to have to make decisions. Naturally, you want to consider all sides of a question and all the consequences of one choice as compared to another. But you can't take forever to decide--you have to make up your mind. We often say people who can not decide anything are "wishy-washy"--first they are on one side, then the other side, and you don't want to be like that.

Source: *"Preparing for Distributive Occupations,"* Instructional Materials Laboratory, University of Missouri-Columbia, Columbia, Missouri, pp. 151-156.

ASSIGNMENT SHEET 7.01

A Personality Rating Scale

Directions: Answer each question either yes or no. Do not skip any questions.

I. Appearance

____ 1. Are your eyes clear and bright?
____ 2. Does your hair have some natural luster?
____ 3. *Do you maintain a good posture at all times?*
____ 4. Are your muscles firm and your body free from excess fat?
____ 5. Do you maintain the proper weight for your age and height?
____ 6. *Are you and your clothes always neat and clean?*
____ 7. Are your clothes in good taste?
____ 8. Are you always well-groomed?
____ 9. Are you cheerful most of the time?
____ 10. Do you smile often?

II. Agreeableness

____ 1. Do you aim at cooperation in all things?
____ 2. Do you avoid carrying tales and gossiping about others?
____ 3. Do you try to see the other person's point of view?
____ 4. Do you refrain from telling others what you think of them?
____ 5. *Do you avoid arguments?*
____ 6. *Do you avoid making fun of others?*
____ 7. *Do you keep out of other people's business?*
____ 8. Do you avoid finding fault with everyday things?
____ 9. Do you keep your personal troubles to yourself?
____ 10. *Do you take a genuine interest in others?*

III. Manners

____ 1. Are you always considerate of others?
____ 2. Do you always think about the right of others before you think of your own?
____ 3. Do you show respect for everyone regardless of their position?
____ 4. *Are you always appreciative for things someone does for you and do you always thank him or her?*
____ 5. Do you think about others on special occasions, such as their birthdays and in sorrow and happiness, and do you send them some expression of your thoughts?
____ 6. *Do you congratulate your friends upon their achievements?*

___ 7. Do you often do some deed in which you take justifiable pride?
___ 8. Do you help persons less fortunate than yourself?
___ 9. *Do you learn, remember, and use the name of the people you meet?*
___10. Do you know the rules of etiquette and observe them?

IV. Interests

___ 1. Do you have a hobby?
___ 2. *Are you skilled in any games or sports?*
___ 3. Can you play some musical instrument?
___ 4. Can you recognize the paintings of three or more well-known artists?
___ 5. Do you "know" the leading TV personalities?
___ 6. Do you subscribe to and read at least one magazine?
___ 7. *Do you belong to two or more organizations?*
___ 8. Do you read a newspaper each day?
___ 9. Do you make an effort to meet new people and make friends?
___10. Have you supported the athletic teams in your school?

V. Temperament

___ 1. *Do you control your temper?*
___ 2. Do you avoid worry?
___ 3. Can you throw off discouragement?
___ 4. *Do you often feel enthusiastic about something you wish to do?*
___ 5. Are you able to make decisions about everyday things easily?
___ 6. Are you able to interest yourself in details?
___ 7. Are you careful not to hold grudges against people?
___ 8. Do you seek advice from others?
___ 9. Do you usually look on the bright side of situations?
___10. Are you able to work pleasantly with others?

VI. Expression

___ 1. Do you have a pleasant speaking voice?
___ 2. Do you speak correct English?
___ 3. Do you avoid the use of slang and profanity?
___ 4. *Do you have a good vocabulary and pronounce the words you use correctly?*
___ 5. *Can you carry on an impersonal conversation dealing with the interests of those with whom you talk?*

VII. Intelligence

____ 1. Do you have a good memory?
____ 2. Are you free from superstitions?
____ 3. *Do you listen attentively to what people say - without interrupting them?*
____ 4. Do you observe closely what is going on around you and understand the significance of it?
____ 5. *By reading and study, do you keep informed about current events, your work and subjects of popular interests?*

VIII. Self-confidence

____ 1. Do you have confidence in your own opinions?
____ 2. Are you able to act naturally under all circumstances?
____ 3. *Do you seek opportunities to meet those above you?*
____ 4. Do you avoid criticizing others?
____ 5. *Are you able to give credit to others for what they do, rather than seek first to obtain credit for yourself?*

IX. Dependability

____ 1. *Are you absolutely honest in all things?*
____ 2. Are you willing to accept responsibility?
____ 3. *Are you free from bad habits which will impede your progress?*
____ 4. Do you discharge your duties promptly and efficiently and with little or no supervision?
____ 5. Do you finish the things you start?

X. Loyalty

____ 1. Do you take a personal interest in the welfare of your friends and associates?
____ 2. *Can you be depended upon to keep your promises?*
____ 3. Can you keep your interests those of your friends and associates?
____ 4. *Do you make your interests those of your friends and associates?*
____ 5. Do you defend from unjust criticism the persons and things with which you are identified?

____ TOTAL

A perfect score on this rating scale is 100. Any person who scores 80 or above probably has what would be described as a "pleasing" or "outstanding" personality. Any person making a lower score can improve his personality by giving *thought* to the questions for which no credit was recorded.

Taken from *Your Personality and Your Job*, by Daniel Sinick, SRA Guidance Series.
Source: *"Preparing for Distributive Occupations,"* Instructional Materials Laboratory, University of Missouri-Columbia, Columbia, Missouri, pages 212-214.

ASSIGNMENT SHEET 7.02

Case Problems in Employer-Employee Relationships

HONESTY

JoEllen, age 18, worked as a cashier at the local cafeteria. One evening as she closed, she found that the cash register was $1.23 "over," so she decided to pocket the extra. She was perfectly aware that she should record the extra money as "cash over" on the cafeteria ledger, but she did not. The next day, the cafeteria manager fired her for taking from the till. Actually the manager had planted the extra cash in order to test JoEllen's honesty.

QUESTION 1: Was JoEllen dishonest?

QUESTION 2: Was JoEllen's employer justified in firing her? Why or why not?

QUESTION 3: Do you think the manager was justified in arranging the test of JoEllen's honesty? Why or why not?

DESIRE TO LEARN

Clara was a general office clerk in a large company and she had good basic secretarial skills. There was only one office machine she did not know how to operate and that was the ditto machine. Everytime someone wanted a ditto runoff, Clara acted very busy so she wouldn't have to do the job. It was a messy job at times and Clara didn't want ditto fluid all over her hands as she was a very neat person. The other office workers began to get irritated with Clara because she was unwilling to take on one of her basic responsibilities.

QUESTION 1: Would there be any benefits for Clara to learn to use the ditto machine? What are they?

QUESTION 2: If you were Clara's supervisor, how would you deal with Clara and her reluctance about running the ditto machine?

ABILITY TO ACCEPT CRITICISM

Larry, a salesclerk in a well-known department store, was a very good worker - dependable and always on time. He had one major weakness: he liked to impress his customers by operating the register very rapidly. Because of this, he often made errors and always had at least two "voids" per day. The manager felt that Larry needed to cut down on his mistakes, so he called Larry into his office to speak with him. When the manager suggested that Larry should slow down and concentrate more on ringing up correct sales, Larry was irate. He immediately quit the job because he couldn't believe he had been criticized.

QUESTION 1: Did Larry overreact?

QUESTION 2: Put yourself in Larry's position. What would you have done?

LOYALTY

Carol had worked as a receptionist for two months for Dr. Bumstead. One day at lunch she remarked to a friend "I really don't like the way Dr. Bumstead treats his young patients. I think I'd rather work for Dr. Wahl. he seems to have more concern for children than Bumstead has."

Somehow those messages got back to Dr. Bumstead and soon the relationship between Carol and Dr. Bumstead was almost a silent battle.

QUESTION 1: If you don't like your job and some of its conditions who should you tell?

QUESTION 2: Who was at fault in the silent battle between Carol and her employer? Why?

INITIATIVE

Renee, age 19, worked as a waitress during the summer to make money for college expenses. The restaurant was always busy between 7:30-9:00 a.m. and even busier over the noon hours, but business slowed down during the mid-morning and mid-afternoon hours. When the restaurant was at its busiest, everyone worked hard serving the customers. During the slack time, many of the waitresses did the minimum, but not Renee. She always prided herself on keeping busy by wiping tables, checking tables and making necessary refills on sugar, salt, pepper, etc. Renee was rewarded for her efforts. The manager presented her with a $2.09 raise per day.

QUESTION 1: Do you think that time goes more quickly when you are busy?

QUESTION 2: If you were Renee's boss, would you have given her a raise? Why or why not?

ENTHUSIASM

Jeff has just finished high school and is very interested in the banking business. Because of his good math ability, Jeff has a part-time job as a bank teller. Each day Jeff looks forward to going to work and many of the bank patrons have commented on Jeff's friendliness and efficiency. Jeff eagerly shares his bank experiences with his friends and family, and he's confident that someday he will manage his own bank.

QUESTION 1: Why is Jeff's enthusiasm good for himself and for the company he works for?

RELIABILITY

Bestway Grocery employed Harry as a part-time sacker, stock boy, and delivery man. Since his duties were varied, Harry really never knew from day to day how long he would be needed. The store manager wanted him to be flexible in his schedule, but not too flexible. One Thursday, Harry finished his work and the manager let him leave early. On Friday Harry never appeared. Then on Monday, Harry arrived at the store and found out he had been replaced. The weekend had been a busy one and the manager had to hire someone to cover all of Harry's responsibilities.

QUESTION 1: If Harry had been sick on Friday, what should he have done?

QUESTION 2: Was the boss fair or unfair to Harry?

WILLINGNESS TO FOLLOW DIRECTIONS

Fran worked as a typist for several science teachers in a high school. Fran liked to work efficiently and she prided herself on speedy typing. Unfortunately, when typing chemistry tests she didn't follow the directions given by the teacher and decided it would be faster to use all capital letters in writing formulas. Because she didn't follow directions, she had to retype the entire test over and the test had to be postponed because of her inefficiency.

QUESTION 1: In Fran's situation, what could she have done to prevent such a problem?

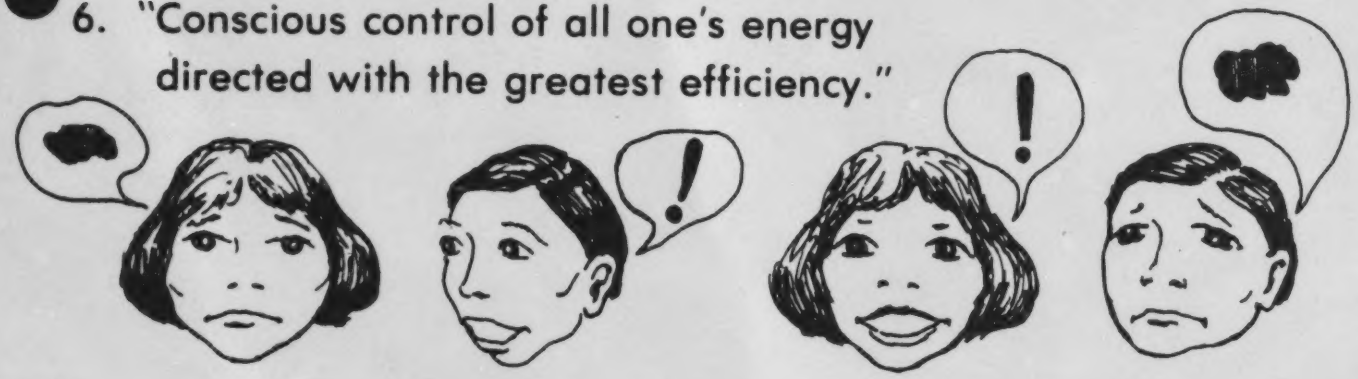
COOPERATION

Carleen had been working for four months in a five-girl office in an insurance firm. Since she had begun working, she had been given a noon to one lunch hour by her supervisor. One day Carleen had an appointment with a doctor at 1:15 p.m. and asked for a late lunch hour so that she could waste less time by using part of her lunch hour. The supervisor said no, so Carleen had to take the afternoon off without pay to keep her appointment.

QUESTION 1: As the supervisor, how would you have handled this situation?

DEFINITIONS OF PERSONALITY

1. "That which constitutes distinction of a person; distinctive personal character, individuality, magnetic personal quality."
2. "Personality is the sum total of those habits a person has formed in adjusting himself to life situations."
3. "Personality is what people see when they look at you, what they hear when you speak and what they feel in your presence."
4. "Personality is the extent to which the individual has developed habits and skills which interest and serve other people."
5. "Personality: When I met him I was looking down and when I left him I was looking up."
6. "Conscious control of all one's energy directed with the greatest efficiency."



7. "The totality of qualities and characteristics of a given person, ordinarily attributed to original nature, expressing themselves in modes of carriage, language, manners, clothes, ways of speaking, interest, attitudes and other reactions to social milieu."
8. "Personality is the sum total of one's physical, mental and emotional characteristics as seen by others."

PERSONALITY TRAITS

AMBITION

INDUSTRIOUSNESS

DEPENDABILITY

FORCEFULNESS

PERSISTENCE AND PATIENCE

EFFECTIVENESS OF SPEECH

SELF-CONFIDENCE

FRIENDLINESS

ADAPTABILITY

TACT

CHEERFULNESS

GOOD JUDGEMENT

SENSITIVENESS TO CRITICISM

ABILITY TO SIZE UP PEOPLE

CAPACITY TO DELEGATE WORK

HEALTH HABITS

DISCRIMINATION

ECONOMY

NEATNESS

MEMORY

HUMAN RELATIONS IN MARKETING AND DISTRIBUTION

LESSON PLAN #8

Time for Lesson: 55 minutes

Objective: After completion of this lesson, students should be able to:

4.03 Explain how to get along with others by altering one's own personality.

Resources:

1. Information Sheet 8.01 - The New You - A Guide to Personality Change
2. Transparency Master 8.03 - Self-Improvement

Teacher Activities:

1. Distribute Information Sheet 8.01 - The New You - A Guide to Personality Change.
2. Moderate a discussion on Information Sheet 8.01, emphasizing how to change your personality to adapt to others.
3. Use Transparency Master 8.01 - Self-Improvement - to illustrate possible methods of self-improvement.
4. Moderate a discussion on TM 8.01, emphasizing how changing your personality could help you get along with others.
5. Describe how setting goals will aid you in changing your personality.

Student Activities:

1. Read Information Sheet 8.01 - The New You - A Guide to Personality Change.
2. Participate in discussion of Information Sheet 8.01 and Transparency Master 8.01.

Assignment: None

Additional Activities and Resources: Students are to construct a plan to change three personality traits using ideas from today's discussion.

INFORMATION SHEET 8.01

The New You - A Guide to Personality Change

First, keep this in mind: you can't alter your personality overnight. Your personality is too complicated to experience abrupt changes; in order to change your personality you need a systematic procedure to follow. Here's a four step plan, which, if carefully followed, may adjust your personality so that it is more satisfying to you and those around you.

a. Make a commitment to improving your personality.

b. Study and evaluate your personality.

c. Construct a plan to follow in changing your personality.

d. Implement your plan.

YOU CAN CHANGE YOUR PERSONALITY

Remember that the personality traits we are concerned with here are those which will help you be successful on the job. You may be perfectly satisfied with your personality as it has existed for these past years as you've grown up. But perhaps now, you may realize that you need to make some improvements to fit well into the field of marketing and distribution. The toughest step in this plan may be for you to recognize that your personality can be improved.

STUDY AND EVALUATE YOURSELF

Self-study and evaluation of your personality can be handled in two ways, by *formal* or *informal* evaluation. Formal evaluation may include using the services of a counselor who can administer different tests related to personality and then can help you analyze the personality traits which you have. The informal evaluation is more of a self-study and it involves the observation of others whom you admire to find out their desirable traits. It may also involve observing others whose characteristics you find undesirable. Once you have conducted your self-study you will need to ask yourself some important questions, such as: Does this characteristic need improving? Will the improvement need to take a long or short time? What goals can I set concerning the improvement of this trait?

CONSTRUCT A PLAN

The third step involved in altering your personality is extremely significant, though it may also be time-consuming. You must decide on a specific course of action--a way you can improve specific traits in your personality. Don't set all your goals too high to be accomplished immediately; set up guidelines to change the easiest things first and work toward the more difficult.

IMPLEMENT YOUR PLAN

After you have outlined your goals, you must consciously make efforts to carry out that self-improvement plan or all your planning will be without results. Don't forget to take time once in awhile to check your progress as you attempt to improve.

SELF-IMPROVEMENT

1. LOOK FOR TECHNIQUES YOU CAN USE.
2. BREAK NEW GROUND EVERY DAY.
3. EXPERIMENT WITH ALL KINDS OF TECHNIQUES.
4. HEDGE AGAINST POSSIBLE FAILURE.
5. SEEK TO STIMULATE DEFINITE REACTIONS.
6. LEARN TO PLAN FOR SUCCESS.
7. JUDGE THE OUTCOME IN ADVANCE.
8. NOTICE HOW EACH TECHNIQUE WORKS OUT.
9. CAREFULLY OBSERVE YOUR MISTAKES.
10. ANALYZE THE CAUSES OF YOUR FAILURES.
11. SEE WHAT YOU MIGHT HAVE DONE INSTEAD.
12. DON'T SHY AWAY FROM DIFFICULT PEOPLE.
13. ACT THE PART YOU WANT TO PLAY.
14. DON'T STEP TOO FAR OUT OF CHARACTER.
15. MAKE NOTES ON YOUR ACCOMPLISHMENTS.

HUMAN RELATIONS IN MARKETING AND DISTRIBUTION

LESSON PLAN #9

Time for Lesson: 55 minutes

Objective: After completion of this lesson, students should be able to:

4.04 Describe examples of how the following attitudes can be demonstrated in a positive manner on the job: integrity, self-esteem, enthusiasm, honesty, tact, courtesy, self-confidence.

Resource: Information Sheet 9.01 - Cultivate a Positive Attitude

Teacher Activities:

1. Divide the class into small groups of 3-6 persons.
2. List, on the chalk board, the terms integrity, self-esteem, enthusiasm, honesty, tact, courtesy, self-confidence.
3. Direct each group to construct their own definitions of the terms listed on the chalk board.
4. Moderate a discussion of the terms; make a general definition of the terms.
5. Distribute Information Sheet 9.01 - Cultivate a Positive Attitude.
6. Moderate a discussion on positive attitude emphasizing the effect of positive attitude on work.

Student Activities:

1. Construct definitions of terms listed on chalkboard.
2. Participate in a discussion of the terms listed on chalk board.
3. Read Information Sheet 9.01 - Cultivate a Positive Attitude.
4. Participate in a discussion of Information Sheet 9.01.

Assignment: None

Additional Activities and Resources:

1. Case Problems - Orientation to Employment, problems #1, #2, #5, #17
2. Film - Conformity - St. Louis Cooperating School District
3. FS - Dare to be Different - Guidance Associates
4. IDECC Inc., Ohio State University, Competence #303, pages 127:4-130:4.

HUMAN RELATIONS IN MARKETING AND DISTRIBUTION

INFORMATION SHEET 9.01

Cultivate a Positive Attitude

Attitude is a common word, yet no other word will have more impact on your present or future happiness and success. This is true because your attitude is your most important personal characteristic.

If you can create and keep a positive attitude toward everyday living, school, family and friends, your future job, and the company where you will be working, you will discover it is your greatest asset as you climb the ladder to happiness and success. If you are unable to do this, you will find many doors of opportunity closed.

Attitude is defined by most psychologists as a mental set--a mental set that will cause you to respond in a characteristic manner to a given stimulus. You may also define attitude as the way you act, look or think that shows your disposition or opinion toward people, places, ideas, or things. Attitude can be physical, mental, or emotional. Attitude toward a particular situation may depend on your experiences in similar situations in the past, either favorable or unfavorable, and the emotional feeling you have about the present situation.

You have, in effect, many attitudes or mental sets in your mind toward many things. You might like hot weather and dislike cold weather. If so, we could say you have a mental set against cold weather. You have your favorite breed of dogs. If poodles are your favorite, you have a positive attitude toward poodles; if beagles are not appealing to you, we say you have a negative attitude toward beagles. And if you cannot tolerate any breed of dog, don't let your negativism show. You have attitudes toward certain makes of automobiles and toward certain social institutions (schools, churches, clubs, parties, etc.) and you have attitudes toward people.

In the future, on your job, you will build attitudes toward your supervisor, your company, your fellow workers, certain company policies, rules, and regulations, amount of money you are being paid, advancement, and work itself.

You have a basic outlook or attitude toward life. It might be more accurate to call this philosophy, but because the word attitude is used so often to mean your whole outlook, we must understand attitude in this sense, too. In other words, it is the way you look at things.

It seems to some extent you can look at the world around you in any way you wish. If you wish to see all the seamy, unpleasant things in life, you can focus your attention on them. If, on the other hand, you prefer to see the more beautiful and inspirational things in life, you can focus your attention on them.

Attitude is a matter of perception. There are pleasant things in life and many unpleasant things in life. Some people have the capacity to push aside or ignore the unpleasant aspects of life, and as some people state, look at life through rose-colored glasses. Others seem to enjoy the unpleasant and dwell on these factors.

What you see in life is your attitude. If you go around looking for what is wrong with things, wondering why things are not better, and complaining about them, then you will be negative person in the minds of most people. If you do the opposite - look mostly for what is good and not spend much time looking for unpleasant things - you will be a positive person in the minds of most people.

No one, naturally, can be positive all the time. You will have periods of doubt. These temporary periods of doubt will not hurt you, unless a day-to-day negative attitude persists over weeks, months and into your total outlook.

A POSITIVE ATTITUDE IS ESSENTIAL TO SUCCESS AND HAPPINESS FOR MANY REASONS:

1. When you are positive you are energetic, highly motivated, productive and alert. A positive attitude opens the door for our inner enthusiasm.

2. Your future may depend on what people think of you. The impression they have of you is important. If you think and act negatively, you will unconsciously transmit this feeling to others.

3. A negative person curtails the productivity of others. It is more difficult for others to work or enjoy being with you.

4. People like people who are positive. They like to be around those who are fun. When you are negative, people prefer to stay clear of you. A negative person may build good relationships with a few other people (perhaps negative themselves), but they cannot build good relationships with everyone.

5. Attitudes are caught - not taught! Positive and negative attitudes are transmitted, they are picked up by others. Negative attitudes, like the rotten apple in a barrel, can spoil the positive attitude of others.

6. Attitude can be read by others, by the way you approach your family, teachers, school work, your reactions to directives, the way you walk, talk, smile, grimace, and especially your relations with others.

Attitude is a very personal thing. It is very close to your "ego," to the way you look at yourself. You probably won't permit anyone to really talk about your attitude, but everyone will know when it is showing.

YOUR ATTITUDE SPEAKS SO LOUDLY I
CAN'T HEAR WHAT YOU HAVE TO SAY.

"People who need people are the luckiest people in the world,
People meeting other people--and yet letting their grown-up pride hide all the need inside
Acting more like children than children."

SOURCE: *"Preparing for Distributive Occupations,"* Instructional Materials Laboratory, University of Missouri-Columbia, Columbia, Missouri, pp. 162-163.

HUMAN RELATIONS IN MARKETING AND DISTRIBUTION

LESSON PLAN #10

Time for Lesson: 55 minutes

Objective: After completion of this lesson, students should be able to:

4.04 Describe examples of how the following attitudes can be demonstrated in a positive manner on the job: integrity, self-esteem, enthusiasm, honesty, tact, courtesy, self-confidence.

Resources:

1. Assignment Sheet 10.01 - Attitude Rating Form
2. Transparency Master 10.01 - Self-Assurance and Esteem Scoring Key
3. Transparency Master 10.02 - Motivation and Accomplishment Scoring Key
4. Transparency Master 10.03 - Originality Scoring Key
5. Information Sheet 10.01 - How to Interpret Rating Forms

Teacher Activities:

1. Distribute Assignment Sheet 10.01 - Attitude Rating Form.
2. Use TM 10.01, TM 10.02 and TM 10.03 to show students how to rate Assignment Sheet 10.01.
3. Distribute Information Sheet 10.01 - How to Interpret Rating Forms.
4. Moderate a discussion on attitude rating, emphasizing how to demonstrate positive attitudes at work.

Student Activities:

1. Read and complete Assignment Sheet 10.01 - Attitude Rating Form.
2. Rate Assignment Sheet 10.01.
3. Locate your rating on each scale and copy the interpretation from Information Sheet 10.01.
4. Participate in discussion of attitude rating.

Assignment: None

Additional Activities and Resources:

1. Film, Run, St. Louis Cooperating School District
2. FS BE Attitude, Carlock/Landon
3. IDECC, Inc., Ohio State University, Competence #312, page 87:4

INFORMATION SHEET 10.01

How to Interpret the Rating Forms

Self-Assurance and Esteem

What your score indicates:

A. 25 points or more

1. It would be very difficult for you to be disheartened by others who find you callous and idealistic.

2. Since you are self-confident and optimistic, you are much more likely to lead than to follow; at the same time, people may resent your strong positive attitude because they envy your strong will.

3. Even though you may be very idealistic about your abilities, others may not see you in the same way.

B. 15 to 24 points

1. Though you shy away from projects that are overly-demanding, you do have the trait of beginning activities only after careful survey of the situation.

2. You have a pretty accurate and true-to-life picture of what your abilities are.

3. Even though it's hard for you to recover from the failures you have, eventually you are able to pick up the pieces with renewed energy.

C. 14 points or less

1. You basically fear failure, though others around you may view you as uninterested and distant.

2. You seem to lack basic confidence in your abilities, so you often shy away from any activity in which you might be judged by others.

3. Competitive events frighten you.

4. You have a tendency to belittle yourself and your capabilities.

Motivation and Accomplishment

What your score indicates:

A. 36 points or more

1. You prefer to be independent and you don't need to rely on others for reassurance.

2. You are usually excited about the projects you undertake and you seldom quit because of lack of interest.

3. People around you may feel that you are insensitive to them because you become so involved in your own projects.

4. You rarely do anything without planning ahead; you are an organized person.

B. 26 to 35 points

1. If an activity really interests you, you have the ability to lend a lot of enthusiasm to the activity.

2. In most situations you act responsibly, but sometimes you are distracted by family and friends.

3. You are willing to admit that you're not perfect and are willing to work to improve yourself.

4. At times you are uncertain about your values and sometimes you are more excited about recreational activities than in work or school.

C. 15 points or less

1. You have a strong tendency to blame others for your shortcomings and problems.

2. You do not exert yourself in the activities you take part in so it's not common for you to succeed.

3. Those around you may say that you don't always live up to your potential; you seem to waste time and tend to be careless.

4. You don't have many ideas about your lifetime goals; you repeatedly run away from your problems and often disappoint yourself.

Originality

What your score indicates:

A. 23 points or more

1. When you get engrossed in an intriguing problem, you can't be easily diverted by those around you.

2. You have the ability to design very unusual ideas because you don't feel the need to conform to customary ideas and social conventions.

3. You have a readiness to experiment with ideas, even if it takes sacrifice and long hours of unrewarded effort.

B. 11 to 22 points

1. Although you would like to be creative and sometimes start creative activities, you often give up because you can't tolerate working alone.

2. You have the ability to appreciate unique ideas but you do not usually originate these ideas yourself.

3. You like concrete creative activities, those arts, crafts and hobbies that use your hands and body in some way.

C. 10 points or less

1. You enjoy sharing activities with others and you like activities which show immediate gains.

2. You tend to be unaware of unique approaches to problems; you prefer realistic and practical thinking.

3. You don't like to work by yourself and therefore, you don't take the time needed to be creative.

HUMAN RELATIONS IN MARKETING AND DISTRIBUTION

ASSIGNMENT SHEET #10.01

Attitude Rating Form

Self-Assurance, Esteem

POINTS	STATEMENT	TRUE	FALSE	UNSURE
_____	a. I enjoy trying new things even if I have to take a risk.	_____	_____	_____
_____	b. I am uncomfortable if I don't take charge of things.	_____	_____	_____
_____	c. I could be described as more vigorous and driving than calm and humble.	_____	_____	_____
_____	d. I'm probably more restrained than forward in my actions.	_____	_____	_____
_____	e. When I'm in a group, I probably would talk less than others.	_____	_____	_____
_____	f. I like to state my opinions even if I'm in a new group.	_____	_____	_____
_____	g. When I work on a problem, I prefer not to ask others for help.	_____	_____	_____
_____	h. If I were a salesperson, I would make more on commission than on a fixed salary.	_____	_____	_____
_____	i. I shy away from making judgments that influence others.	_____	_____	_____
_____	j. When I decide something I take my time and try to think things through carefully.	_____	_____	_____
_____	k. If it can be done, I'll do it.	_____	_____	_____

POINTS		STATEMENT	TRUE	FALSE	UNSURE
_____	l.	I hate to fail at things I undertake.	_____	_____	_____
_____	m.	I prefer to concentrate on doing one thing effectively rather than do many things poorly.	_____	_____	_____
_____	n.	One of my mottos is, always be prepared!	_____	_____	_____
_____	o.	I would say I'm more of a leader than a follower.	_____	_____	_____

_____ TOTAL POINTS

Motivation and Accomplishment

POINTS		STATEMENT	TRUE	FALSE	UNSURE
_____	a.	If I don't succeed right away on a project, I tend to give up.	_____	_____	_____
_____	b.	I don't overexert myself because it never seems worth it.	_____	_____	_____
_____	c.	I sometimes wonder if I have the ability to do the things I want to do.	_____	_____	_____
_____	d.	I really get excited about jobs and problems that are demanding and hard.	_____	_____	_____
_____	e.	When I set my goals, I carefully plan how I'll achieve those goals.	_____	_____	_____
_____	f.	I prefer easy-to-reach objectives.	_____	_____	_____
_____	g.	I often make excuses for myself when I don't get things done.	_____	_____	_____
_____	h.	I would rather work with friends in a competitive event than work with people with great abilities.	_____	_____	_____
_____	i.	I usually need an extra shove to finish my work.	_____	_____	_____
_____	j.	I prefer competitive events to those done "just for fun."	_____	_____	_____
_____	k.	I tend to place work before pleasure.	_____	_____	_____
_____	l.	If a project takes too long or is too hard, I'd rather not do it.	_____	_____	_____
_____	m.	I'm willing to give up certain things to achieve my goals.	_____	_____	_____

POINTS	STATEMENT	TRUE	FALSE	UNSURE
_____	n. I consider myself well-organized and a step ahead of the rest.	_____	_____	_____
_____	o. I'm not sure about my life goals and ambitions.	_____	_____	_____
_____	TOTAL POINTS			

Originality

POINTS		STATEMENT	TRUE	FALSE	UNSURE
_____	a.	I like working on projects by myself more than working with others.	_____	_____	_____
_____	b.	I like to explore new ideas even if others think my ideas are strange and unrealistic.	_____	_____	_____
_____	c.	When friends call or come to see me, it's easy to drop any project I'm involved in.	_____	_____	_____
_____	d.	Most people find my ideas difficult to comprehend.	_____	_____	_____
_____	e.	I would rather have clear-cut answers to questions than to be uncertain.	_____	_____	_____
_____	f.	I think it's a waste of time and effort to work on unrealistic ideas and goals.	_____	_____	_____
_____	g.	I prefer the unusual more than the usual.	_____	_____	_____
_____	h.	If it didn't mean being a loner, I'd like to investigate some of my ideas.	_____	_____	_____
_____	i.	I like to make up stories more than listen to others' stories.	_____	_____	_____
_____	j.	I don't like to work with theories; I prefer the facts.	_____	_____	_____
_____	k.	I'd much rather do research of my own than teach school.	_____	_____	_____
_____	l.	I would rather create games than play the standard ones.	_____	_____	_____
_____	m.	If I have my own ideas about something and others want me to change my ideas, I find it difficult to do so.	_____	_____	_____

POINTS	STATEMENT	TRUE	FALSE	UNSURE
_____	n. People around me usually think my ideas are different and uncommon.	_____	_____	_____
_____	o. I'm not good at expressing new and original ideas.	_____	_____	_____

_____ TOTAL POINTS

SELF-ASSURANCE AND ESTEEM
SCORING KEY

	TRUE	FALSE	UNCERTAIN
A.	3	0	1
B.	3	0	1
C.	3	0	1
D.	0	2	1
E.	0	2	1
F.	2	0	1
G.	2	0	1
H.	0	2	1
I.	0	2	1
J.	0	2	1
K.	2	0	1
L.	0	2	1
M.	0	2	1
N.	2	0	1
O.	3	0	1

Motivation and Accomplishment Scoring Key

	TRUE	FALSE	UNCERTAIN
A.	0	3	2
B.	0	4	2
C.	1	4	2
D.	2	0	1
E.	4	1	2
F.	0	4	2
G.	1	4	2
H.	1	4	2
I.	0	3	1
J.	0	4	1
K.	2	0	1
L.	1	3	2
M.	3	0	1
N.	4	1	2
O.	1	4	2

Originality Scoring Key

	TRUE	FALSE	UNCERTAIN
A.	3	0	1
B.	3	0	1
C.	0	3	1
D.	2	0	1
E.	0	3	1
F.	0	3	1
G.	2	0	1
H.	0	2	1
I.	2	0	1
J.	0	3	1
K.	2	0	1
L.	2	0	1
M.	3	0	1
N.	3	0	1
O.	0	2	1

HUMAN RELATIONS IN MARKETING AND DISTRIBUTION

LESSON PLAN #11

Time for Lesson: 55 minutes

Objective: After completion of this lesson, students should be able to:

4.05 Describe how to categorize people by their values, attitudes and personality traits.

Resources:

1. Information Sheet 11.01 - Human Needs
2. Transparency Master 11.01 - Priority of Human Needs

Teacher Activities:

1. Divide class into small groups of 3-6 persons to develop a list of "human needs."
2. Moderate discussion on "human needs," listing ideas presented from small groups on chalk board.
3. Distribute Information Sheet 11.01 - Human Needs.
4. Using TM 11.01 - Priority of Human Needs, fit student-identified needs into Maslow's categories.
5. Moderate a discussion on Maslow's needs emphasizing how Maslow's needs categorize people.

Student Activities:

1. Participate in small group discussion of "human needs."
2. Read Information Sheet 11.01 - Human Needs.
3. Participate in activity, "fitting" student-identified needs into Maslow's categories.
4. Participate in the discussion of Maslow's needs.

Assignment: None

Additional Activities and Resources:

1. Human Relations Training Kit, McGraw-Hill, Exercise #7, #8
2. Awareness Kit, Penney's
3. FS, Stereotypes, Denoyer/Geppert

INFORMATION SHEET 11.01

Human Needs

To better examine why people act the way they do, the individual must study what motivates people. A. H. Maslow has developed what he has called a priority of human needs. Every individual possesses these needs but the degree to which these needs are satisfied is different with each person. The two classifications of needs which Maslow gives are:

1. Primary Needs - Basic Physiological Needs
2. Secondary Needs - Social and Psychological Needs

Physiological needs are hunger, thirst, sleep, air to breathe, sex and satisfactory temperature. These needs are basic to life and are important to survival and preservation of the species. They exist in all people but in different degrees.

Social and psychological needs are those of the mind and are not as easy to describe as physical needs. Examples of these needs are: self-esteem, belonging, affection, sense of duty, rivalry, self-assertion, giving. These needs are more complicated in individuals. Some people have many of them and others only possess a few. All people give different degrees of importance to these needs.

Each individual possesses both types of needs. Some needs are stronger in importance and their priority is higher to the individual. Psychologists recognize this priority and that as more basic needs are satisfied, a person seeks a higher need. If a basic need is not satisfied, it takes priority and the search for the attainment of a higher need is halted. Maslow places these priorities into five categories:

1. Basic Physiological Needs
2. Safety From External Danger
3. Love, Affection and Social Activity
4. Esteem and Self-Respect
5. Self-Realization and Accomplishment

PHYSIOLOGICAL NEEDS

According to Maslow these are the most important and basic of all the needs. These are needs of the body (food, shelter, clothing) and are essentially the same for animals as for man. Unless these needs are satisfied it is unlikely that a person would seek other needs.

SAFETY-SECURITY NEEDS

The second most important need which Maslow states is the need for safety or security. Having satisfied the basic physical needs for survival, the individual now wants to be secure that this condition will continue. These needs would include such things as life or health insurance, savings accounts, paying union dues for job security, locks for doors, seat belts for the automobile or even a pistol in the bedroom drawer.

SOCIAL NEEDS

As an individual feels reasonably secure he or she begins to seek a closer social relationship. The need to be part of a group and to be wanted by the group becomes more important.

SELF-ESTEEM

People want others to like and respect them. They want to belong to a group and want to be recognized for it. High status and respect within these groups help build the individual's group feeling of himself or herself.

SELF-ACTUALIZATION

Maslow describes this highest need as a person' desire to grow, to develop to the fullest possible potential, to become what she or he is capable of becoming. It is difficult to understand, but reflects the individual's inner drive for achievement. In order to achieve, the individual might have to accept more responsibility or even increase his or her skills.

PRIORITY OF HUMAN NEEDS
FIRST
BASIC PHYSIOLOGICAL NEEDS
SECOND
SAFETY; SECURITY
THIRD
LOVE; SOCIAL ACTIVITY
FOURTH
SELF-RESPECT; ESTEEM
FIFTH
SELF REALIZATION

HUMAN RELATIONS IN MARKETING AND DISTRIBUTION

LESSON PLAN #12

Time for Lesson: 55 minutes

Objective: After completion of this lesson, students should be able to:

4.06 Explain why an employee must be willing to adjust to change.

Resources:

1. Information Sheet 12.01 - Change
2. Information Sheet 12.02 - Adjusting to Change

Teacher Activities:

1. Divide class into small groups of 3-6 persons to "brainstorm" on the things that have changed in their lives.
2. List "things" that have changed, from student groups, on chalk board.
3. Moderate a discussion on change, emphasizing those "things" that have changed in their lives and at work.
4. Distribute Information Sheet 12.01 - Change.
5. Moderate a discussion on change, emphasizing why an employee must be willing to adjust to change.
6. Distribute Information Sheet 12.02 - Adjusting to Change.
7. Moderate a discussion on how people, if they are willing, can change.

Student Activities:

1. Participate in a brainstorming session, listing "things" that have changed in their lives and at work.
2. Participate in a discussion on change.
3. Read Information Sheet 12.01 - Change.
4. Participate in a discussion on why employees must be willing to adjust to change.
5. Read Information Sheet 12.02 - Adjusting to Change.
6. Participate in discussion on Adjusting to Change.

Assignment: None

Additional Activities and Resources: None

INFORMATION SHEET 12.01

Change

What is change? How does it affect you? Well, basically change is something which happens to make something else different. This may be an item, a person or an event. We all live with change. In fact, life itself is change. Before a person is born, during his or her entire life, and even after death, changes occur. Each person when he or she is born, causes change. The person's parents, their household, the economy are just a few things that change when a person is born. Whenever individuals grow they continuously change. They change physically, mentally and even emotionally. Their experiences with others also cause changes within the other people; so life always involves change.

There is one factor about change which needs to be discussed here. That factor is how each person deals with change. How each of us accept change is determined usually by how change is perceived. If change is expected, it is normally accepted more readily than when it is not expected. When a person is expecting to be moved to a different department in her or his occupation, it is easier to adjust to than when it is a total surprise. Basically, then, the ability to accept change largely depends on the individual's expectation about future events, and those expectations are dependent on what individuals know and understand about the world around them. If each person is able to recognize and anticipate his or her own reactions to experiences, the better the individual will be able to accept change.

INFORMATION SHEET 12.02

Adjusting to Change

Our ability to accept and adjust to change is not always a simple task. We all must accept change before we can be expected to adjust to it and usually whenever we adjust to any change it brings about even more change. Basically there are six steps which help us accept and adjust to changes in our lives:

1. We must recognize the changes that are occurring.
2. We must try to understand why these changes are occurring.
3. We must be willing to accept these changes.
4. We must accept the changes.
5. We must adjust to the changes themselves.
6. We must try to anticipate any changes which might occur in the future.

Here is an example to help you understand these six steps:

Sally has worked in a dress shop for the past two years. The owner also works with Sally and they are the only two people who operate the shop. Sally has just learned that the owner is planning to hire another employee (recognizing change). The owner explained to Sally that the business is increasing in volume and that they are neglecting some customers because of the time involved in properly helping the customers they do wait on. (understanding why) Sally has learned to be positive about all new situations and to have an "open mind," so she is attempting to understand the situation (willingness to accept change). After the new employee was hired and began to work, Sally found that she really enjoyed working with her. The new girl had a good personality and had new ideas which made both their jobs easier. Sally is very happy about the situation and is looking forward to the success of the dress shop. (accepting change) Now, Sally, the owner and the new girl are able to help every customer who comes in. They also have time to do better displays and to better inventory the merchandise. (adjusting to change) With the better operation of the dress shop, the success with the customers, and increasing profits, Sally can see that the business will continue and grow. She can see that eventually the owner will want to extend the store hours to let other customers shop there. She will probably have her work schedule changed to fit this increase in hours (anticipate future change).

HUMAN RELATIONS IN MARKETING AND DISTRIBUTION

LESSON PLAN #13

Time for Lesson: 55 minutes

Objective: After completion of this lesson, students should be able to:

4.07 Discuss the importance of demonstrating initiative and creativity by seeking tasks to do when none have been assigned.

Resources:

1. Assignment Sheet 13.01 - Creativity
2. Assignment Sheet 13.01 - Creativity Key
3. Assignment Sheet 13.02 - Initiative

Teacher Activities:

1. Distribute Assignment Sheet 13.01 - Creativity.
2. Illustrate a possible solution on the board.
3. Moderate a discussion on the possible solutions, the problems students had with the problem, and the assumptions they made beyond the facts. Build the discussion into how creativity would affect each student's job and how important it is to working.
4. Distribute Assignment Sheet 13.02 - Initiative.
5. Moderate a discussion of the student responses to Assignment Sheet 13.02.
6. Explain assignment.

Student Activities:

1. Complete Assignment Sheet 13.01 - Creativity.
2. Participate in discussion on Assignment Sheet 13.01.
3. Complete Assignment Sheet 13.02 - Initiative.
4. Participate in a discussion of Assignment Sheet 13.02.

Assignment: Discuss, in writing, how to use initiative and creativity in seeking tasks to do when none have been assigned.

Additional Activities and Resources:

1. FS, Trouble at Work, Guidance Associates
2. FS, Are you Creative, Denoyer-Geppert

ASSIGNMENT SHEET 13.01

Creativity

Creativity is a name given to the process of problem-solving that involves looking at the situation in a different manner. Most problems can be solved in a variety of manners; however, a person must examine problems fully to find the solution. Most people make assumptions about a problem that usually do not exist. They review the facts and add their assumptions and have trouble solving the problem. The best approach is to accept only the facts as they exist and do not assume anything.

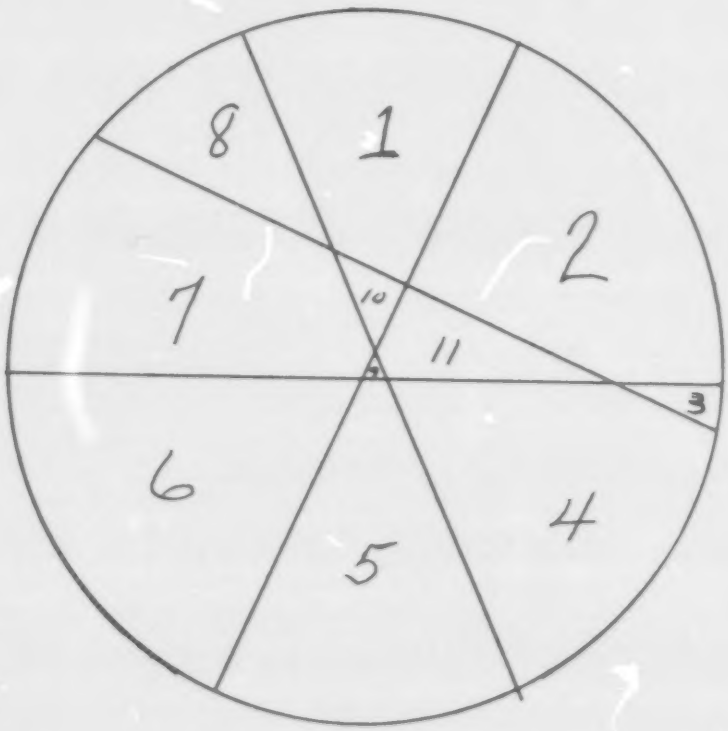
As an example let us solve this problem:

PROBLEM: By using four straight lines, divide this circle into as many segments as possible.

ASSIGNMENT SHEET 13.01

Creativity Key

Many solutions may exist as to the configuration of the lines. The circle can be divided into a maximum of 11 segments. A possible solution is below.



THE FACTS:

1. Four straight lines
2. Divide the circle in segments

SOME ASSUMPTIONS:

1. All lines are same length
2. All lines must intersect the center
3. No more than 8 segments can be made

ASSIGNMENT SHEET 13.02

Initiative

Initiative is defined as the readiness and ability of an individual to start a course of action. If an individual possesses initiative he or she demonstrates a willingness to seek and to take action.

In the following situations, explain how these people could demonstrate initiative:

SITUATION #1

Alan works in a service station as an attendant. Within the station he has built a five-foot display of oil cans which a customer has just turned over as he was coming into the station to pay for his gasoline. Oil cans are all over the station and some are rolling down the driveway.

SITUATION #2

Sam works as a checker at a department store. Today there is just no one in the store at all. Business is very slow.

SITUATION #3

Bill is working at Williamson's Fabric Shop as a stockboy. Most of the extra fabrics are stored in the basement of the shop. It has been raining for the past 3 hours and Bill has noticed that water is starting to leak into the basement.

SITUATION #4

Mary is a checker at Bob's Food Market. She has just finished bagging the groceries for a customer. When she transfers them from the checkout counter to the cart the bottom falls out of the bag. The pickle jar breaks on the floor, the bread is squashed by the bag of oranges which splits open, and oranges roll all over the floor.

HUMAN RELATIONS IN MARKETING AND DISTRIBUTIONS

LESSON PLAN #14

Time for Lesson: 55 minutes

Objective: After completion of this lesson, students should be able to:

4.08 Give examples of how an employee can accept criticism and attempt to correct the situation.

Resources:

1. Information Sheet 14.01 - Accepting Criticism
2. Assignment Sheet 14.01 - Using Criticism

Teacher Activities:

1. Distribute Information Sheet 14.01 - Accepting Criticism.
2. Distribute Assignment Sheet 14.01 - Using Criticism.
3. Moderate a discussion on Assignment Sheet 14.01 and the need to accept criticism and to attempt to make changes in our work and in our daily lives.

Student Activities:

1. Read Information Sheet 14.01 - Accepting Criticism.
2. Participate in a discussion on Information Sheet 14.01.
3. Read Assignment Sheet 14.01 - Using Criticism.
4. Participate in a discussion of Assignment Sheet 14.01.

Assignment: None

Additional Activities and Resources:

1. FS, Taking Criticism - Denoyer-Geppart
2. FS, Everyone Makes Mistakes - Denoyer-Geppart

INFORMATION SHEET 14.01

Accepting Criticism

Everyone at some time or another is criticized for something they have done. Their reaction is usually negative and thus the action is not corrected. In order to better accept and use criticism, the following statements are offered.

1. We are all human and human beings make mistakes.
2. We all have a desire to learn.
3. We all have a basic desire to achieve and excel.

With these statements in mind try to analyze and use each situation when you are criticized. This can be done by:

1. Recognizing that you have made a mistake. Everyone makes mistakes. In order to accept the criticism we must admit we are "wrong" as well as try to change our behavior.
2. Ask what this criticism is pointing out to us. We are being criticized for a single action and not because of our entire personality. When the criticism is constructive, the person is saying "I don't like what you are doing" and not "I don't like you," In order to learn from the criticism we must be able to recognize just what is being criticized.
3. To be able to benefit from criticism, you must change your behavior. Whenever someone criticizes you they are saying that they feel you are hurting yourself or someone else. Whenever we have accepted the fact that we made a mistake and have recognized what we did wrong, only then can we decide how to correct it.

Criticism is something that hurts our feelings but it is really meant to help us. It helps us rejcognize our personal as well as our professional weaknesses. We should always strive to better ourselves by attempting to gain from criticism which we receive.

ASSIGNMENT SHEET 14.01

Using Criticism

Write below three criticisms which you have received lately. Also list what you did with regard to the three steps which were listed on Information Sheet 14.01. Then, write what you could have done to have better accepted and used the criticism.

CRITICISM A:

What I Did:

What I Could Have Done:

CRITICISM B:

What I Did:

What I Could Have Done:

CRITICISM C:

What I Did:

What I Could Have Done:

On the chart below keep track of the criticisms which you receive over the next few days and honestly attempt to use them for your benefit.

Criticism	Did I accept my mistake?	What can I learn?	How can I improve and change?

HUMAN RELATIONS IN MARKETING AND DISTRIBUTION

LESSON PLAN #15

Time for Lesson: 55 minutes

Objective: After completion of this lesson, students should be able to:

4.09 Explain why it is important to work cooperatively with fellow employees, employers and customers.

Resources:

1. Information Sheet 15.01 - Getting Along
2. Assignment Sheet 15.01 - You've Got to Learn Sometime

Teacher Activities:

1. Distribute Information Sheet 15.01 - Getting Along.
2. Lead discussion on Information Sheet 15.01; explain why it is important to use these ideas to aid working cooperatively with fellow employees, employers and customers.
3. Distribute Assignment Sheet 15.01 - You've Got to Learn Sometime.
4. Moderate a discussion on Assignment Sheet 15.01, emphasizing the problems on working cooperatively in the Assignment Sheet and solutions to these problems.

Student Activities:

1. Read Information Sheet 15.01 - Getting Along.
2. Read Assignment Sheet 15.01 - You've Got to Learn Sometime. Answer questions at end of Assignment Sheet.
3. Participate in discussion of Assignment Sheet 15.01.

Assignment: None

Additional Activities and Resources:

1. FS, Why Should I Care How He Feels, Denoyer-Geppart
2. FS, Thinking Together, Denoyer-Geppart

INFORMATION SHEET 15.01

Getting Along

The wise person sooner or later learns that all of life is a give and take situation. Its experiences are a mixture of good and bad. Wise people eventually learn:

That they should not be overly sensitive and that some things are better left alone.

That all people have bad days and not to take the other person's gripes too seriously.

That most people are about the same as they are and that hard work is the secret to success.

That it doesn't hurt anyone to be friendly, even on a bad day.

That those who lose their tempers, lose.

That they cannot please anyone all the time.

That people rarely get anywhere by themselves and that a person gets ahead only through a cooperative effort.

That people are not any easier to get along with any place else and that getting along depends mostly on themselves.

HUMAN RELATIONS IN MARKETING AND DISTRIBUTION

ASSIGNMENT SHEET 15.01

You've Got to Learn Sometime

For the past four months a four man crew have worked together for Kramer's Moving Company. They specialize in moving heavy machinery.

The crew consists of Pete, Bill, Herb and George. I'm Pete and I own the moving company. The job we do is heavy work, and it involves a great deal of teamwork. That's the most important thing. You've got to have teamwork. If one guy lifts too fast, the load gets uneven and any one of us might get hurt. I know one guy who got crushed to death when a box fell on his chest because one of his buddies got in a hurry.

This crew does well except for one problem. That's George. He's a speed demon--always in a hurry. He's like a bull in a China shop. I keep telling him to slow down but it usually doesn't do any good. He just says, "Pete, you're too critical. You want to get this thing moved, don't you? Well, let's get going." and he just starts lifting.

I keep telling him that he'll get someone hurt and that makes him slow down for awhil , but he starts up again later on. George is a good worker or I would have fired him long ago, and sometimes I think he'll change. I hope so, for his sake as well as ours.

A few weeks later we were all moving a large industrial drill press. We had it up on jacks, ready to transfer it onto rollers. Bill was sliding the rollers under it when George decided that it's ready to go and turns the release on the jack.

The jack jumps out from under the drill press, pinning both of Bill's arms under it. George freezes. Herb and I grab the levers which we use to pry it up for the jack. "George!" I shout. "Get the jack under it!" He still doesn't move.

Bill is screaming at the top of his voice for us to get him out. Finally, George wakes up and begins to jack up the drill press and drags Bill out.

Bill's arms are smashed and just dangle from his elbows. As George picks him up, taking him to a car to go to the hospital, I could hear George say over and over again, "I'm sorry, Bill, I'm sorry."

Bill was in the hospital for a week. His arms were just broken and will heal in about two months. In the meantime we got another man. I thought I would have to replace George too, until he came to me that night after he took Bill to the hospital.

"Listen, Pete," George says to me. "I see what you mean about my always being in a hurry. I understand, now, that you've got to have teamwork."

I could see that he meant what he said, and he did. You should hear him now with the new man. "Look, Sam, you've got to be careful. Don't do anything on your own. We all work as a team around here."

* * * * *

When do you think it is better to work as a team?

Do you think Pete was right in keeping George on the job?

What would you have done with George before the accident?

HUMAN RELATIONS IN MARKETING AND DISTRIBUTION

LESSON PLAN #16

Time for Lesson: 55 minutes

Objective: After completion of this lesson, students should be able to:

4.10 Describe how to attain success.

Resource: Information Sheet 16.01 - You and Success

Teacher Activities:

1. Distribute Information Sheet 16.01 - You and Success.
2. Moderate a discussion on Information Sheet 16.01, emphasizing how to attain success.

Student Activities:

1. Read Information Sheet 16.01 - You and Success.
2. Answer all questions at the end of Information Sheet 16.01.
3. Participate in a discussion of Information Sheet 16.01.

Assignment: None

Additional Activities and Resources: None

INFORMATION SHEET 16.01

You and Success

SUCCESS

It has been said that your personality is the key to success. Success in your work, your friendships, or in your marriage all depend, in reality, upon you. You not only have to acquire the proper abilities to do your job but also you must have a good attitude about what you do. Your success is based directly on your knowledges, your skills and your attitudes. What you know and what you can do are not any more important than the way you look and act. What you learn in school with regard to your various subjects and skills must be topped-off with a personality which fits into the business team. You must be able to work effectively with people. You must acquire a "business personality."

Most people feel that success in business is just that you must be efficient and do your work satisfactorily. But this is just half of being successful; you must be happy with what you do. In order to be happy, people must satisfy their needs. There are many types of needs. First are the basic physical needs such as food and shelter. Second is the need to share with others--to be a part of a group. Third, the need to achieve and acquire possessions is a very strong need for most people. Finally, there is the need to have other people recognize and approve what we do. All these needs must be met for us to be truly happy at what we do.

Both these factors of efficient work and the fulfillment of human needs will work together. You will find that the more efficient you become in your work the more secure you will feel. Then, when you feel secure, the more efficient you will become and the more happy and successful you will be.

ACHIEVING SUCCESS

If success is determined primarily by your personality, then how do you develop a better personality? First you must realize that there are two basic parts to a personality. The outer personal traits such as a smile, a friendly attitude, the use of tact, and a pleasant voice are only just a few which must be developed. But more important than the outer signs of a good personality are the inner signs. These are more complex to understand, but do develop if you let them. These are habits of the mind and heart. Some of these are genuine interest in and liking of people and self-confidence. When you want to put the other

person at ease and are concerned with his or her problems, you become naturally more at ease because you forget about yourself (how you look, how you talk or your mistakes), and become self-confident. You will also gain self-confidence as you gain excellence at what you do. So strive to excel so you might become more at ease.

It is not an easy task to develop a better personality. It takes hard work and you must want to do it or you will not be successful with your efforts. You must have the desire to change and you must believe that you can improve. The following steps will help you on your road to a better personality:

1. Determine what type of personality you desire and decide to develop those attitudes, habits and traits which that personality style possesses.

2. Keep a mental picture of the personality you wish to have at all times.

3. Practice constantly the personality traits you want to possess.

4. Keep a constant check on yourself to see that you continuously are striving to improve.

You will find that it is very difficult to try to improve all your personality traits at one time, so you might want to work only on a few at a time. As you improve a few traits, then work on a few more.

WORK ATTITUDE

One of the most important factors of business success is your work attitude. If you like what you are doing you will have a positive work attitude, but if you don't like your work, your attitude will be negative. Within business relations as well as human relations it is very difficult to be around a negative person. If you become negative, complain, always say that things can't be done, you will never succeed at what you do. All beginners must learn many things before they become competent and you will become competent faster and easier with a favorable work attitude. There are several traits which are included in a favorable work attitude and the most important ones are listed below:

Enthusiasm: This is basically "positive energy." It is a trait that seems to let you achieve anything. The most important fact about enthusiasm is that it is catching. The more you become enthusiastic the more the people around you become enthusiastic.

Willingness to Learn: Everyone expects that a beginner should take time in learning but this does not last forever. It is not expected that you catch on the first time that something is explained to you; everyone makes mistakes. However, a person with a good work attitude seldom makes the same mistake twice.

Getting Along With People: This is the most important part of a positive work attitude. Not only does it involve understanding others but it also involves understanding yourself and how you go about influencing others. You must strive to see your faults as others see them. Sometimes this is difficult to do but you must strive to recognize your faults and learn to improve them.

The other side of getting along with people involves looking for good traits in others, rather than searching for faults. If you want someone to like you, you must strive first to like her or him. By being interested in a person you can help the person become interested in you. So it follows that if you want others to adjust to your wishes, you must first learn to adjust to theirs; and if you tolerate them they will tolerate you equally.

Flexible Goals: Another factor in a positive work attitude involves the attainment of goals and objectives. A person cannot get anywhere without a destination or a goal to strive toward, but these goals must remain flexible. You cannot predict in today's fast-changing world just what might happen to your future. So you cannot realistically set your goals so they may never be changed. It is good to set your goals high, but keep them flexible. You must plan your goals carefully in terms of time and work. You must only set the direction which you will strive toward. You can prepare to meet the many opportunities which will come your way and if you have the necessary training and personal qualities, you will find that employers will compete to obtain your services.

SUCCESS FACTORS

In a study in 1970 of factors making for success in clerical work, as reported by Fred S. Cook and Frank W. Lanham in the March-April, 1971 issue of *Business Education World*, it was pointed out that there are approximately 20 major factors which contribute to success in business. These 20 factors, in order of importance, are as follows:

1. Dependability
2. Accuracy in performing operations
3. Ability to follow instructions accurately and without repetition

5. Speed in performing operations--amount of acceptable work produced

6. Capacity for remembering necessary details, figures, and instructions

7. Initiative and/or resourcefulness

8. Personal appearance--appropriate dress and grooming

9. Ability to maintain harmonious working relations with others

10. Physical fitness for the work

11. Ability to work under pressure or abnormal conditions, such as meeting deadlines, multiple assignments and extra work

12. Industry

13. Personality--cheerfulness and/or charm

14. Neatness and orderliness and maintenance or arrangement of physical surroundings, such as desks, files and floors

15. Does not lose excessive time in personal telephone calls, talking with fellow workers, going to the rest room and other personal activities

16. Ability to make judgments or decisions quickly and accurately

17. Natural ability and aptitude and attitude for the job

18. Acceptability of work--is within acceptable work standard for the job

19. Ability to organize work

20. Ability to suggest improvements in work techniques and operations

ACTIVITIES

1. In order to get the job you desire, follow these steps:

   A. List the skills, knowledges, abilities and personal qualities you possess

   B. List the skills, knowledges, abilities and personal qualities which are needed for the job

C. Acquire those skills, knowledges, abilities and personal qualities which you lack.

D. Select a particular job and begin your list

2. What type of educational opportunities does your community have which would benefit your future? If your community has none, what are your future plans in terms of employment and education?

3. What outward signs do you use to judge people when you first meet them?

4. What steps would you take to gain a promotion in a job which you would like to do?

5. List your primary and secondary employment goals.

LESSON PLAN #17

Time for Lesson: Two 55 minute class periods

Objective: After completion of this lesson, students should be able to:

4.11 Provide workable solutions to human relations problems on the job.

Resource: Assignment Sheet 17.01 - Case Problems

Teacher Activities:

1. Distribute Assignment Sheet 17.01 - Case Problems.
2. Make assignment; Assignment Sheet is to be completed using the following form and returned next class period. Form to use: (a) identify the problem, (b) formulate at least two possible solutions, (c) select a solution and give reasons.

Student Activities: Complete Assignment Sheet 17.01.

Assignment: Complete Assignment Sheet 17.01 - Case Problems for next class period.

Additional Activities and Resources: FS, Trouble at Work: Hazing

HUMAN RELATIONS IN MARKETING AND DISTRIBUTION

ASSIGNMENT SHEET 17.01

Case Problems

GEORGE

George and Jim have been working at the P. T. Bogg Company for the past year. They were hired the same day and have been close friends from the beginning. Last week George announced to Jim that he was quitting. When Jim asked George why, George said that he was fed up with the boss telling him to be more friendly with the customers. He didn't like all those customer-relations workshops and so much human relations jazz. George felt that he wasn't going to change his personality just for a customer.

Do you feel that George is right? Do you think George should quit?

MARY

Mary works in the credit department at a large department store. She has been trained to operate the complicated posting equipment. Her supervisor has always liked her and her work. Mary is very efficient and is faster at what she does than anyone in the department. Through the years at the department store Mary has gained many salary increases and more responsibility. Her supervisor has told her that if he was ever promoted she should try for his job, but the ultimate decision was up to the main office. He felt she had all the qualifications. A few weeks ago Mary heard, from someone else, that her supervisor was being promoted and another man was taking over the department. Mary was crushed. Her work got careless and her speed was slower. She couldn't figure out why the main office would do such a thing. Yesterday, the official news came from the main office, and it was true, just as the other employee had said. Mary was disappointed with the announcement.

What do you see as Mary's mistake? What would you have done?

PETE

Pete worked for Williamson's Clothing Shop for two years. When he started he was the most promising employee that Mr. Williamson, the owner, had on his staff. Pete was on his way to the top and he loved it. After about a year and a half Pete's attitude changed. He wasn't so happy with what he was doing.

Mr. Williamson had several discussions with him about his attitude. Mr. Williamson also wanted to give him a promotion if he would come back out of his slump; but nothing worked. Pete's job was terminated after two more months with no improvement. Pete said that he should have quit when he first noticed that his attitude changed.

Do you agree with Pete? Explain your feelings. What do you think Pete should have done?

BETTY

John and Betty are very close friends. They have worked at Herman's Department Store as sales clerks for three years. John has known Betty for at least six years and over the past few years while working at Herman's he has noticed that Betty is spending more and more time with her grooming. He has talked to her about it before and she said that she spends considerable time at home working on her appearance and getting ready for work. When he asked her why, she said she felt that the women she works with are always gossiping about how the other people in their department dress. Betty said that women are more critical about how other women dress than with men, and she didn't want anyone ever talking about her.

Do you think Betty is right? How do you feel about Betty's concern?

BOB

Bob has been working for a large retail chain for the past two and one-half years. When he started he was twenty-two years old and began as an executive trainee. During the one-year training period he worked hard and gained experience in all phases of the business. After his training was completed, Bob was transferred to a new store as an assistant manager with a sizable increase in salary. During the past year and one-half Bob has married and he and his wife are expecting a child soon. Bob is very concerned about his work. He has not changed in salary or position since his last move to the new store and with increasing family responsibility he is unsure about his future.

What do you feel is Bob's greatest danger with regard to his future career?

SAM

Sam is a "super" salesman in a small department store. He is very motivated and has a high degree of productivity. Sam has one problem, though. He is not interested in others. He doesn't work well in a team and even makes other employees around him feel uncomfortable. Even though Sam has the highest level of productivity, the entire department seems to be going down in productivity when Sam works. Last week Sam's supervisor was promoted and management promoted another employee in Sam's department to the vacant position. Sam was very disappointed and asked to talk to the personnel director. During their discussion, the personal director pointed out to Sam that the supervisor's position required an individual who could work well with others.

Do you feel management made the right decision? Why?

HUMAN RELATIONS IN MARKETING AND DISTRIBUTION

LESSON PLAN #18

Time for Lesson: 55 minutes

Objective: To complete the terminal objective.

Resource: Post-assessment

Teacher Activities: Distribute post-assessment and monitor class while taking the post-assessment.

Student Activities: Complete the post-assessment and turn it in to the instructor.

Assignment: None

Additional Activities and Resources: None

HUMAN RELATIONS IN MARKETING AND DISTRIBUTION

POST-ASSESSMENT

True or False

____ 1. Affirming our values publicly should not be encouraged.

____ 2. Deciding what is important in our lives is a part of our right to learn.

____ 3. The prestige one associates with different occupations is an example of judgments based on values.

____ 4. An open mind is the best route to accepting change.

____ 5. Flexibility in job conditions (working hours, changes in supervisors) is rarely likely to happen, thus adjusting to change isn't very important.

____ 6. A person usually succeeds because of a cooperative effort made in his or her behalf.

____ 7. Learning to compromise is an important part of teamwork.

Multiple Choice

____ 1. Those persons with whom we might share information about ourselves would not include:

a. strangers
b. friends
c. family
d. acquaintances
e. we might share information with all of these people

____ 2. Demonstrating initiative and creativity on the job benefits only:

a. the establishment for which we work
b. ourselves
c. customers
d. all of the above

___ 3. Accepting and utilizing criticism does not include:

a. admitting we are wrong
b. thinking of criticism as an opportunity to improve ourselves
c. generalizing the criticism such that we feel it's concerned with our total personality
d. changing our behavior so we don't hurt ourselves or others

Matching: PERSONALITY TRAITS

___ 1.	inner drive for success	a. initiative
___ 2.	respect and consideration for others	b. common sense
___ 3.	"self-starting"	c. self-confidence
___ 4.	faithfulness	d. loyalty
___ 5.	able to see both sides	e. dependability
___ 6.	fairness	f. honesty
___ 7.	making practical judgments	g. flexibility
___ 8.	the key to success	h. poise
___ 9.	making decisions promptly	i. determination
___10.	emotional control	j. courtesy
		k. mannerisms
		l. decisive
		m. open-minded

Short Answers

1. Describe the four-step plan for altering one's own personality.

2. As a retail salesperson you will occasionally be asked to help some very demanding customers. In an encounter with a difficult customer in the retail establishment of your choice, discuss how you would exhibit the following: integrity, self-esteem, enthusiasm, honesty, tact, courtesy, self-confidence.

3. What a person values at a particular point in time is affected by her or his individual needs (and purchases) at that time. Give examples of things a person could value for each group of needs in Maslow's hierarchy.

4. Success--through what means will you hope to achieve success in the field of marketing and distribution?

HUMAN RELATIONS IN MARKETING AND DISTRIBUTION

POST-ASSESSMENT KEY

True or False

1. F
2. T
3. T
4. T
5. F
6. T
7. T

Multiple Choice

1. e
2. d
3. c

Matching

1. i
2. j
3. a
4. d
5. m
6. f
7. b
8. c
9. l
10. h

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LESSON PLAN #19

Time for Lesson: 55 minutes

Objective: After completion of this lesson, students should be able to:

4.00 Demonstrate the ability to control their own behavior in order to enable others to relate to them more easily.

Resources:

1. OBDS Evaluation
2. OBDS Score Chart - Transparency Master 19.01
3. OBDS Answer Sheet
4. OBDS Scoring Sheet

Teacher Activities:

1. Organize students into groups of three and/or four.

2. Read the introduction to Organization Behavior Describer Survey (OBDS).

3. Distribute the Organization Behavior Describer Survey (OBDS) one per student and one answer sheet per student.

4. Instruct students to rate themselves being sure to check the self-rating blank and putting their name in the space provided. Allow five to ten minutes for the students to complete the self-rating.

5. Reread instructions to Organization Behavior Describer Survey (OBDS).

6. Distribute answer sheets (one per student to the number of students in their group) and instruct them to rate each person in the group being sure to check the "other" you and writing the individual's name in the space provided.

7. There are two options for systemizing the ratings by others into one score.

   OPTION A: Have each group take one student at a time and arrive at a consensus by the raters. Instruct them to review and discuss each of the

25 items and reach consensus on each item. In most instances it is best for the student being rated to withdraw from the group while their ratings are being discussed. Distribute one answer sheet per student for each group to record their consensus scores. These sheets are then given to the student being rated for scoring. If the students have demonstrated sufficient maturity and if time permits it would be beneficial for each group to explain their consensus ratings to each individual student.

OPTION B: In order to implement Option B, the rating instruments must be scored. Follow the instructions for scoring which follow this lesson plan. Four totals are obtained, "Rational-Technical Competence (R-TC) Dominance (D), Emotional Expressiveness (EE), and Consideration (C)." Compute the arithmetic average for each total. This is done by adding the individual totals of each rater and dividing by the number of raters.

8. Read scoring instructions from the teacher information sheet 19.01 to students.

9. Announce that on the following day you will explain the meaning of the ratings, what individual scores mean, and how an individual can improve in each area.

Student Activities: Follow teacher instructions for completing the unit evaluation.

Assignment: None

Additional Activities: None

HUMAN RELATIONS IN MARKETING AND DISTRIBUTION

UNIT EVALUATION

Organization Behavior Describer Survey (OBDS)

Roger Harrison and Barry Oshry

Instructions: Listed below are twenty-five descriptions of ways that people behave. Select the alternative in each item that comes closest to describing the person's behavior that you are rating. Write an "X" in the appropriate box. Mark only one alternative for each item.

1. They try to understand the feelings (anger, impatience, rejection) expressed by others in the group.
2. They show intelligence.
3. They sympathize with others when they have difficulties.
4. They express ideas clearly and concisely.
5. They express their own feelings, e.g., when they are angry, impatient, ignored.
6. They are tolerant and accepting of other people's feelings.
7. They think quickly.
8. They are angry or upset when things do not go their way.
9. They are persuasive, a "seller of ideas."
10. You can tell quickly when they like or dislike what others do or say.
11. They listen and try to use the ideas raised by others in the group.
12. They demonstrate high technical or professional competence. They "know their stuff."
13. They are warm and friendly with those who work with them.
14. They are able to attract the attention of others.
15. Their feelings are transparent; they do not have a "poker face."
16. They come up with good ideas.

17. They encourage others to express ideas before they act.

18. They try to help when others become angry or upset.

19. They try out new ideas.

20. They are competitive; they like to win and hate to lose.

21. They present their ideas convincingly.

22. If others in the group become angry or upset, they listen with understanding.

23. They offer effective solutions to problems.

24. They tend to be emotional.

25. When they talk, others listen.

HUMAN RELATIONS IN MARKETING AND DISTRIBUTION

UNIT EVALUATION

Answer Sheet

The person I am describing (check one)
____ myself
____ other (specify name) _____

	ALWAYS	OFTEN	OCCASIONALLY	SELDOM	NEVER
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
11.					
12.					
13.					
14.					
15.					
16.					
17.					
18.					
19.					
20.					
21.					
22.					
23.					
24.					
25.					

HUMAN RELATIONS IN MARKETING AND DISTRIBUTION

OBDS SCORING SHEET

R-TC

Items	Self Rating	Rater #1	Rater #2	Rater #3
2				
8				
7				
12				
16				
19				
23				
Total				
÷ 6				

D

Items	Self Rating	Rater #1	Rater #2	Rater #3
4				
9				
14				
20				
21				
25				
Total				
÷ 6				

EE

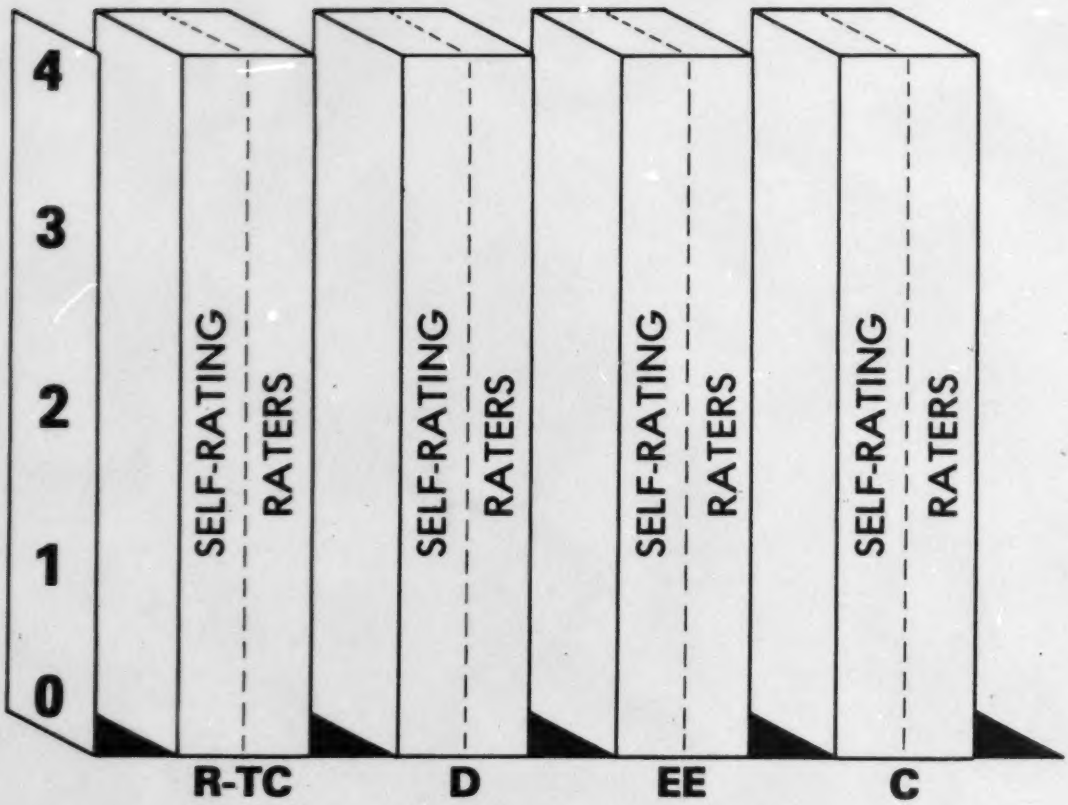
Items	Self Rating	Rater #1	Rater #2	Rater #3
5				
8				
10				
15				
24				
Total				
÷ 5				

C

Items	Self Rating	Rater #1	Rater #2	Rater #3
1				
3				
6				
11				
13				
17				
18				
22				
Total				
÷ 8				

Unit Evaluation

OBDS Score Chart



TEACHER INFORMATION SHEET 19.01

Scoring Instructions:

1. Go back over your responses to the twenty-five items on the Organization Behavior Describer Survey and assign a number value to each of your responses, using the scale below:

   Always = 4
   Often = 3
   Occasionally = 2
   Seldom = 1
   Never = 0

   Write the number corresponding to your response on the first blank in front of each item.

2. In the second blank in front of each item, write one of the following codes:

Items	Code
2, 7, 12, 16, 19, 23	R-TC
4, 9, 14, 20, 21, 25	D
5, 8, 10, 15, 24	EE
1, 3, 6, 11, 13, 17, 18, 22	C

3. Sum the scores of the items for each code and enter them in the four boxes at the end of the instrument.

Interpretation:

R-TC: Rational-Technical Competence. This is the degree to which persons behave intelligently and quickly, demonstrate competence, have good ideas, try out new ideas, and offer effective solutions to problems.

D: Dominance. This score reflects your assessment of the degree to which persons tend to behave competitively persuasively, in an attention-getting manner; present ideas convincingly; command attention; and express ideas clearly and concisely.

EE: Emotional Expressiveness. This is the degree to which persons become emotional (e.g., acts upset or angry when things do not go their way), express their own feelings and emotions, and express how they feel about what other people say.

C: Consideration. This score reflects the degree to which persons listen and respond to the ideas raised by others, encourage others to express their ideas, try to understand the feelings expressed by others, try to help when others become angry or upset, listen empathically, are warm and friendly with those who work with them.

Because the four scales do not have an equal number of items, you can make them comparable by utilizing the following procedure:

1. Copy your four total scores below:

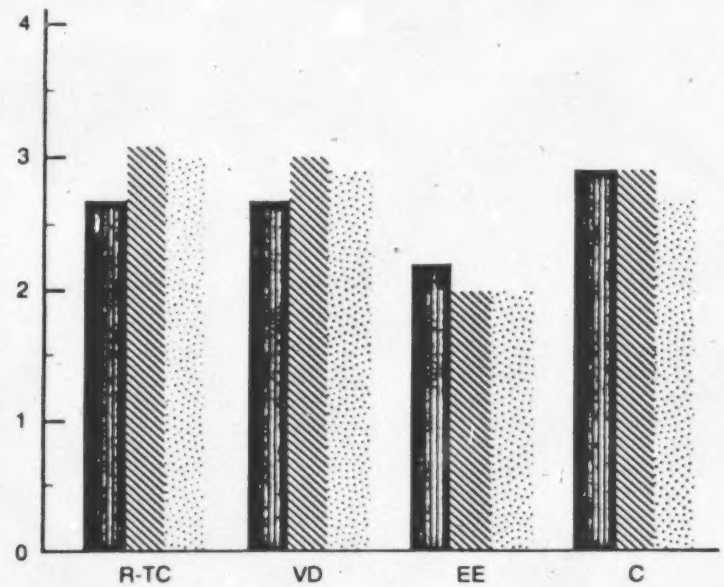
   ____R-TC ____D ____EE ____C

2. Divide each score by the appropriate number below and enter the result in the boxes.

   ÷ 6 ÷ 6 ÷ 5 ÷ 8

   ____R-TC ____D ____EE ____C

These scores can be plotted on the following diagram and compared with the norms.



Norms

Combined norms of human relations laboratory participants, research and development managers, and YMCA managers (groups virtually identical on the OBDS)

Self N = 214

Subordinate N = 365

Superior N = 201

LESSON PLAN 20

Time for Lesson: 55 minutes

Objective: After completion of this lesson, students should be able to:

4.00 Demonstrate the ability to control their own behavior in order to enable others to relate to them more easily.

Resources:

1. OBDS Evaluation
2. OBDS Score Chart - Transparency Master 19.01
3. OBDS Answer Sheet
4. OBDS Scoring Sheet

Teacher Activities:

1. Using Transparency Master 19.01 explain the four dimensions of behavior which the OBDS measures.

   A. Rational-Technical Competence

   B. Dominance

   C. Emotional Expressiveness

   D. Consideration

2. Using Transparency Master 19.01 do OBDS Score Chart, have students chart their self-ratings and their peer ratings.

3. Using Transparency Master 19.01 explain what each measurement means. Discuss examples of behavior which would cause a high rating and behavior which would receive a low rating. Discuss ways by which the students can improve their scores.

   NOTE: A score of 4 is desirable for the behavior rated in Rational-Technical Competitiveness (R-TC), Dominance (D), and Consideration (C). However, a score of 2 is most desirable in Emotional Expressiveness (EE) as both too much expressiveness as well as too little is undesirable.

Student Activities: Follow teacher instructions for completing the unit evaluation.

Assignment: None

Additional Activities: None